

## SECTION 1. INTRODUCTION

“Es muy importante leer porque si no saben leer y si le dan una nota no vas a saber lo que va a tener que hacer en el trabajo” (It is very important to read because if you do not know how to read and they give you a note, you will not know what you will need to do at work). This insightful statement was made on April 24, 2000 by Moises Avitia, a second-grade student in a New Mexico Title I School Improvement elementary school located in an Enterprise Community. His statement shows that children understand the importance of learning to read. Moises represents our future. We know that early reading success will enable our students an opportunity to be successful in school and adult life. Making sure children learn to read in the early grades is the top priority in the Land of Enchantment, a state blessed with culturally and linguistically diverse students.

“Success in the early grades does not guarantee success throughout the school years and beyond, but failure in the early grades does virtually guarantee failure in later schooling. If there is a chance to prevent the negative spiral that begins with early reading failure from the start, then it seems necessary to do so” (Slavin, Karweit & Wasik, 1992). Reading research and recent national attention to early reading success is shaping a framework for educational reform. **New Mexico wants to ensure that all students are proficient readers by the end of the third grade with educators using scientifically-based reading research (SBRR) and effective reading instruction.** Inclusive of a research-based foundation to reading instruction and teacher professional development, New Mexico views a comprehensive approach as the best method for success. The invaluable report, Preventing Reading Difficulties in Young Children (Snow, Burns & Griffin, 1998) issued by the National Research Council states “research has shown the effectiveness of clearly articulated, well-implemented, schoolwide efforts that build from coherent classroom reading instruction.” **Critical to this approach is a supportive host environment, namely our elementary schools, classrooms and students’ homes. The host environment must have the following:**

- Strong school leadership that engages commitment and readiness to improve student achievement including integration of Title I program funding and other resources with the school reading program;
- The knowledge, skills and abilities to implement a comprehensive and balanced reading program including addressing the needs of English Language Learners (ELL);
- Principal and teacher accountability to ensure implementation of instructional strategies based upon scientific reading research in all classrooms;
- Adequate and appropriate materials and resources to support a comprehensive reading program;
- The necessary time to teach reading; and
- Significant parental and community involvement for student success.



The purpose of the New Mexico Reading Excellence Act (REA) program is **to improve reading for children in high poverty schools and in schools needing improvement by supporting research-based reading instruction and tutoring.** “There is dramatic evidence that successful schools are the outcome of effective classrooms” (Snow, 1991). Thus, central to the mission of the New Mexico REA program is fostering a new paradigm that empowers the classroom teacher in the teaching of reading. To this end, the local education agencies eligible to apply for subgrants must meet the New Mexico REA goals:

- 1. To build a knowledge base about scientifically-based reading research (SBRR) among all K-3 teachers and develop skills for teaching reading to English Language Learners (ELL).**
- 2. To improve student readiness skills to learn reading once they enter school through parent education, community involvement, marketing, and activities that encourage and enhance literacy experiences in young children.**
- 3. To increase student achievement by developing a comprehensive reading program and using instructional practices grounded in SBRR so that every child is a proficient reader by the end of third grade.**
- 4. To provide systematic early intervention programs for children experiencing reading difficulties, thus preventing inappropriate referral to special education.**
- 5. To increase the quality and number of family literacy programs with strong parental and community involvement.**

## **SECTION 2. NEED**

### **2.A. NEED FOR REA PROGRAM IN NEW MEXICO**

A review of our students’ reading performance and student demographics reveals a clear and critical need for the proposed REA program in New Mexico. The data in this section serves to express the magnitude and severity of the need as well as to identify specific weaknesses in the present system. The need is based upon data collected from the following sources:

- New Mexico State Department of Education;
- Individual school districts;
- The New Mexico State Legislature;
- The Center for the Education and Study of Diverse Populations (CESDP) operating the Southwest Comprehensive Center (SWCC – Region IX);



- The New Mexico Coalition for Literacy;
- Reading Specialists in New Mexico and surrounding states;
- The National Education Goals Panel 1999 report on Reading Achievement State by State; and
- Our understanding of scientifically-based reading research and balanced literacy instruction.

## **Reading Needs in New Mexico**

Our need for improved reading instruction in New Mexico is based upon several factors:

- Poor reading performance of our elementary school level students;
- High number of English language learners - 76,796 Limited English Proficient students in New Mexico;
- Minimal requirements for teacher training in the teaching of reading (3 semester credit hour requirement);
- Lack of teachers trained and certified to teach English Language Learners – Of the 735 total number of teachers on waiver, there are 409 teachers (55.6%) on bilingual education waivers;
- Lack of appropriate resource allocation to support appropriate reading programs;
- Need for a fully-implemented reading initiative statewide;
- 88% of the state's 89 school districts qualify for rural/isolation/scarcity factor; and
- 33.43% of New Mexico students live in poverty.

New Mexico schools struggle daily to meet the needs of their students. Many of the students who begin school in New Mexico have had little experience with books and print, do not speak English or have limited English language skills, and have a cultural identity that places them far from the mainstream of the culture of the school. In addition, New Mexico also has children from bilingual communities that lack a strong foundation in either language. Children enter schools not ready to grasp the communicative aspects of literacy and reading.

Teachers, impeded by the lack of adequate training on how to work with students who are culturally and linguistically diverse, coupled by a lack of knowledge of scientifically-based reading research, do not have the skills to meet the needs of their students. This makes learning to read and write an uphill battle. Often times, this results in school dropouts, especially among the minority groups (see page 6).

## **Reading Assessment Results in New Mexico**

Current state statute requires that each local school district select or create a reading assessment procedure to utilize in that particular district and report the aggregated data to the State



Department of Education. All New Mexico school districts must submit their assessment results for grades 1 and 2 to the State Department of Education. School districts have discretion in selecting a reading assessment for their particular student populations.

New Mexico districts report first and second grade results to the state in classifications of emergent, competent, and fluent readers. Each district selects a reading assessment that varies from norm-referenced reading subtests, to individually administered informal reading inventories, to teacher checklists. In 1999, 81 of the state's 89 districts reported usable reading performance data at second grade. In 60 districts more than 50% of the students were not yet classified as fluent readers. Forty-four percent of the districts had less than a third of their second grade students classified as fluent readers. Beginning in 1999 – 2000, reading achievement at grade three will be added to existing state mandated assessments at grades four, six and eight using the CTBS Terra Nova Plus Survey.

The following Tables 1 and 2 present the 1998-99 and 1997-98 Terra Nova Plus Reading Composite Percentile scores at fourth grade by ethnicity.

Table 1 – 1998-99 Fourth Grade Terra Nova Plus Reading Composite Percentile Scores By Ethnicity

STUDENT ETHNICITY	PERCENTILE SCORES
Anglo	70.4
Hispanic American	42.9
Native American	28.1
African American	50.9
Asian American	67.9

Table 2 – 1997-98 Fourth Grade Terra Nova Plus Reading Composite Percentile Scores By Ethnicity

STUDENT ETHNICITY	PERCENTILE SCORES
Anglo	68.2
Hispanic American	42.1
Native American	28.1
African American	42.5
Asian American	63.7

Because New Mexico has a large Hispanic and Native American student population with serious reading deficiencies, our focus will be on these populations. Of New Mexico's 89 school districts, at 4<sup>th</sup> grade, nearly half of the districts have median scores below the 50<sup>th</sup> percentile rank on the reading subtest of the TerraNova Survey Plus. One fourth of all districts are below



the 40<sup>th</sup> percentile rank, demonstrating serious inadequacies in reading performance. The above tables also show the difference in performance among ethnicities.

According to the National Assessment of Educational Progress (NAEP), between 1992 and 1998 there was no significant change in the percentage of New Mexico public school 4<sup>th</sup> graders who met the NAEP's performance standard in reading. New Mexico had 22% of students at or above proficient on NAEP. This means that 78% of New Mexico's fourth graders do not have the skills and knowledge to be proficient readers. On the 1998 NAEP reading assessment, 35% of the New Mexico Anglo student population scored at or above proficient while 14% of the Hispanic, 9% of the Native American, and 6% of the African American student population performed at or above proficient. This is a clear indication that our minority children are not performing at the same level as their Anglo peers. Again, with a large Hispanic and Native American student population, we must address the needs of ELL students so that they may also become proficient readers.

### **New Mexico Economic Status**

Although New Mexico has had a long tradition of supporting education, it still faces considerable challenges of high poverty, culturally and linguistically diverse populations, widespread illiteracy, high mobility, and rural remoteness. Culturally, New Mexico is one of the richest states in the country. Economically, New Mexico is one of the poorest states. As one of the poorest states in the nation, the median income of families with children is \$29,900 (\$38,100 nationally). Thirty-three percent (33%) of the state's students live in poverty. Seventy-five percent (75%) are eligible for free and reduced lunch. There are also three designated enterprise communities in New Mexico. Eighty-six of New Mexico's elementary schools are eligible for REA Local Reading Improvement (LRI) and Tutorial Assistance Subgrants (TAS).

Over the last four years New Mexico, in a ranking of states as good places to raise children, has declined from 36<sup>th</sup> in 1995 (to 45<sup>th</sup> in 1996, to 47<sup>th</sup> in 1997) to 50<sup>th</sup> in 1998. According to the Children's Rights Council Report of 1998, **we are currently the worst state in the nation to raise a child.** New Mexico rankings follow:

- drug and alcohol induced deaths: 51<sup>st</sup> and 49<sup>th</sup>;
- poverty: 50<sup>th</sup>;
- teen pregnancy: 47<sup>th</sup>;
- divorce: 47<sup>th</sup>;
- crime: 47<sup>th</sup>;
- single parent households: NM 44<sup>th</sup>;
- high school graduation rates: 42<sup>nd</sup> and
- infant and child deaths: 18<sup>th</sup> and 37<sup>th</sup>.



All of these negative factors have a dramatic impact on New Mexico's children, especially the youngest. State dropout rates are calculated as the number of dropouts reported for any given school year. This is not a cumulative figure noting the dropouts as students progress through high school. The following information shows dropouts over the last several years and Table 3 shows the dropout rates by ethnicity over the last two academic years.

- 1993-94 8.2%
- 1994-95 8.7%
- 1995-96 8.5%
- 1996-97 7.7%
- 1997-98 7.1%

Table 3 – Dropout Rates by Ethnicity for 1996-97 and 1997-98

STUDENT ETHNICITY	ACADEMIC YEAR	DROPOUT RATES
Anglo	1996-1997	5.3%
	1997-1998	4.9%
Hispanic American	1996-1997	9.8%
	1997-1998	9.2%
Native American	1996-1997	8.3%
	1997-1998	6.7%
African American	1996-1997	8.4%
	1997-1998	7.8%
Asian American	1996-1997	4.2%
	1997-1998	5.1%

### Student demographics

Students from ethnic, racial, and language minority groups comprise the majority of the student population in New Mexico public schools. In a majority of New Mexico's school districts, the percentage of linguistically and culturally diverse students approaches 100% of the total student population. During the 1999-2000 school year, New Mexico enrolled 324,520 students in 89 public school districts. The statewide student distribution is approximately 50% Hispanic, 37 % Anglo, 11% Native American, 2% African American, and 1% Asian American. There are 76,796 limited English proficient students in New Mexico, approximately 24% of our student population. These ELL students are almost exclusively Hispanic and Native American.

Native Americans have been a part of this region and culture dating back to the Anasazi Indian period in the tenth century, AD, and people of Spanish descent dating back 400 years. At this time, there are 22 individual tribes in New Mexico including the 19 Indian Pueblos, the Navajo tribe, and two Apache tribes. With this diversity, there are numerous languages and dialects in Spanish and the several Native American languages. The primary languages, other than English,



are Apache, Tewa, Towa, Tiwa, Navajo, Zuni, Keresean, and Spanish. Many of the Native American languages are private and sacred and have no written form. There are 24 districts out of 89 who have high percentages of Native American students.

There are 30 school districts eligible to apply under the REA program with a total of 86 elementary schools eligible to participate. There are 26 eligible schools districts and 64 eligible elementary schools for the LRI program funds. These schools range in location from large urban locations to rurally isolated locations. With this significant number of eligible schools, New Mexico intends to fund 20 elementary schools, approximately 1/3 of the eligible schools. Each school shall be encouraged to apply within a range of \$150,000 to \$250,000 under the LRI subgrant process to be used over a two-year period. Under the TAS program, New Mexico intends to fund 6 schools within a range of \$100,000 to \$140,000 be used over a two-year period.

A listing of these schools is located in Appendix B. The list of eligible school districts may change between the time this proposal is submitted and the notification of awards to states. A final list of eligible schools will be determined by August 2000.

## **Teaching Reading in New Mexico**

New Mexico classroom teachers are required to have only one three credit university course in the teaching of reading and little training on how to address the needs of students who are ELL. At the present time, there are no assurances that scientifically-based reading research is presented in all teacher preparation programs. Because of these inadequacies, teachers have limited capability to diagnose reading problems, to implement a comprehensive and appropriate instructional program, and to meet the needs of struggling readers who many times are also English language learners.

Instead, over the past thirty years classroom educational practice has supported the reliance of teachers and schools on special teachers and special programs to deal with the ever-increasing demands of their struggling students. Thus, students who are labeled as “hard to teach” are inappropriately referred to special education and/or are pulled out of classrooms for special instruction that rarely has a link to classroom instruction. Thus, the “at-risk” students have school days that are fragmented and unfocused. The function of the many pullout programs creates choppy days for entire classrooms and schools, making it difficult to have a long period of uninterrupted time devoted to reading and writing.

## **2.B. UNDERSTANDING OF SBRR AND HIGH QUALITY PROFESSIONAL DEVELOPMENT**

### **Scientifically Based Reading Research (SBRR)**

Reading well plays a central role in our ability to participate fully in our information-based society. For many children in New Mexico, learning to read has been elusive. Learning to read in English in the primary grades is a formidable challenge for 60% of our children. G. Reid Lyon (1998), NICHD, stated that for “...20 to 30% of these youngsters, it is one of the most





difficult tasks that they will have to master throughout their schooling.” Once described as an “unnatural act” (Gough & Hillinger, 1980), reading has to be deliberately taught for it to develop as a skill. **In its most recent report, the National Reading Panel focused on the importance of alphabets, phonemic awareness instruction, phonics instruction, fluency, and comprehension as essential elements in the reading acquisition process.** Students at the beginning need to learn phonemic awareness (understanding that words are made up of sound sequences that if recombined with other sounds can form new words). They also need to come to understand the alphabetic principle (that a sequence of letters in a word is not arbitrary and that letters can be recombined to form new words). They need guidance as they practice reading behaviors such as how to hold a book and open it, where and how to look at each line of print, and turn pages. Finally, beginning readers require direct, explicit instruction which helps them develop systems to decode sound-symbol relationships and unlock meaning. Teachers demystify the process by modeling expectant student behaviors, providing opportunities for their students to read decodable texts, and using writing as insights into the print system (Foorman, Francis, Fletcher, & Schatschneider, 1998).

A wave of reform has begun to sweep across the nation changing the structure of schools and improving reading instruction. Research now provides the guidance of how to develop effective reading programs for children. What we know about reading instruction through research has a long history beginning in the 1960’s and continuing through the most recent findings of the National Reading Panel in 2000. Jeanne Chall’s (1967) classic review of studies of first grade reading instruction provided evidence that instruction that is coupled with systematic phonics instruction with meaning – first instruction provided children with the best program. Further, Chall found that children who are at risk of reading failure benefit the most from systematic phonics instruction. But Chall’s work centered on the question of “what program” and did not give us the understanding of what it takes to learn to read.

The national urgency to improve reading instruction has led to the publication of several books and reports that provide a synthesis of scientifically based research on reading. Two of the most influential books, Beginning to Read: Thinking and Learning About Print by Marilyn Jager Adams (1990) and Preventing Reading Difficulties in Young Children, edited by Catherine Snow, M. Susan Burns, and Peg Griffin (1998) provide us with a clear understanding of the factors that influence reading success. These two influential works, along with publications by Michael Pressley, the National Association for the Education of Young Children, the Center for the Improvement of Early Reading Achievement, and the National Institutes of Child Health and Human Development, are impacting the quality of reading programs in our schools. Adam’s review of the research provides us with a framework of concepts and practices important to an effective beginning reading program.

### **Before formal reading instruction begins**

- A child’s ability to recognize letters, awareness that spoken language is composed of phonemes, and a general understanding of books and the form and function of print is a strong predictor of reading success.





- Children who come to school with a rich background of experiences with literacy and print will have a much easier time learning to read. Before we begin formal instruction in reading, we can simulate these experiences through interactive instructional activities such as reading to children, shared reading, language experience, activities that help promote children's awareness of words, syllables, and phonemes in spoken language, and alphabet songs and games. These activities establish thoughtful interactions between children and adults that help children develop their language base as well as learn about the nature and function of print, develop concepts and vocabulary, and an appreciation and enjoyment of books and print.

### **When formal reading instruction begins**

- An approach that maintains a balance of systematic phonics instruction coupled with meaningful reading for best reading achievement results for all children should be used.
- Students should be encouraged to write early and often. When children write (at first through invented spelling) they develop phonemic awareness, deepen their understanding of the orthography of written language, and deepen their understanding of the structure of ideas and comprehension.
- Phonics instruction is much more than teaching children about letter sound relationships. Skilled readers are adept at sounding out words, sometimes at the letter by letter basis, but also through the recognition of common letter patterns. Phonics instruction should also teach children about spelling patterns (beginning with simple onsets and rimes), morphology, and sight words. Instruction should provide children access to the code without getting bogged down in rules and special terminology.
- Reading instructional material is very important. The type of text presented to children who are beginning to read will influence their reading development. A teacher's choice of predictable, decodable, or unstructured text will depend on the instructional need of student. Predictable text nurtures a child's awareness of how print works, decodable text provides the scaffolds necessary for independent word recognition, and unstructured text supports young readers' growing fluency and independence.
- Fluency is paramount to early success in reading. Reading practice and repeated readings enhance fluency. A child's fluency will allow her/him to use her/his energy negotiating the text and attending to the meaning of the text. Hence, fluency affects vocabulary development and comprehension.
- Great care to match text to child (text that can be read with 90-95% accuracy) should be taken. Fluency, comprehension, and a student's successful negotiation of the text lead to growth.



In a discussion of research on reading comprehension, Michael Pressley (1998) points out similar findings. He begins by stating that fluency is critical for comprehension. Again, the importance of decoding instruction, reading practice, and reading easy text when practicing to promote fluency is reviewed. As with decoding instruction, Pressley explains that successful comprehension instruction also relies on being systematic and explicit. The major points he makes are:

- Vocabulary instruction does make a difference in improving comprehension. Instruction should be based on making connections, studying essential attributes, categorizing, analyzing, and comparing features of terms and concepts.
- The teaching of specific strategies to children that will have striking effects on their comprehension. Explicit teaching, modeling, and guiding students in the use of strategies such as predicting, questioning, clarifying, and summarizing is a must.
- We must deepen our students understanding of how different genre are organized and lead them to analyze the ways writers organize text.
- Students' use of graphic organizers to access and organize information is another strategy used to aid comprehension.
- Teaching children ways to access, interact with, and interpret text is a true paradigm shift from the old 'question-answer technique' of comprehension instruction. It will take a long -term commitment to develop our student's strategic processing of text.

Adams and Pressley's reviews clearly outline what should be included in developing reading curriculum. The recommendations of the National Association for the Education of Young Children emphasizes the need to also carefully plan **early literacy instruction that is developmentally appropriate.**

- "A review of the research calls for a theoretical model of literacy learning and development as an *interactive process*."
- Children learn and develop at different rates. The need for a developmental continuum of reading and writing to assess and support individual children's reading and writing progress must be understood.
- The careful choice of instructional activities and strategies that are developmentally appropriate must support early literacy development. Effective early literacy instruction sets up scenarios that allow for thoughtful interactions between adults and children and provide the experiences, demonstrations, and feedback that nurture children's early language and literacy development.



Starting Out Right, the companion book to Preventing Reading Difficulties in Young Children, was written for parents and practitioners. It outlines the type of environment and appropriate activities that can be used to promote the reading and writing development in young children.

- Classrooms and activities should be set up to promote language play, language practice, and language development.
- Children must be provided with a literacy rich environment with abundant books, writing materials, literacy software and videos, and literacy type manipulatives. Instructional tasks should provide as many avenues into reading as possible through big books and generous libraries that include a variety of genres and reading levels.
- Children should be engaged in purposeful reading and writing as well as in games and activities that allow them to discuss and write about the meaning of text and the intricacies of written language.
- Focus on instruction that promotes engagement and practice in reading and writing. This would include shared reading and writing, guided reading and writing, sustained silent reading, and buddy reading.
- Classroom management is key to ensuring that this environment is effective.

Preventing Reading Difficulties in Young Children echoes Adam's conclusions and warns that if children have difficulty in understanding the alphabetic principle that leads to fluency and do not develop comprehension when reading in the early years of instruction, their motivation to read will end. That is when reading failure and disaffection set in. Schools must reach out to our children early and teach them well. This report recommends actions that, in addition to instructional practices firmly rooted in the findings of scientifically-based research, must be taken at the school level to ensure the success of all children.

- Ensure high quality early childhood literacy instruction in preschools and kindergartens.
- Take into account children's home languages when planning early literacy and reading programs.
- Provide a welcoming and respectful atmosphere for families that focuses on recognizing their cultural and familial identities and empowering them through meaningful and useful support programs.
- Teachers (pre-service and in-service) must be supported with comprehensive and supportive professional development programs that develop their skill and knowledge of effective reading instruction.
- Schools must ensure that they have the adequate resources for effective reading instruction. Manageable class size, high quality and sufficient reading instructional material, and good school libraries are a must.



- Schools must intervene quickly when they find children who are beginning to struggle in learning to read. The intervention must follow the recommendations of scientifically based reading research.

The Center for the Improvement of Early Reading Achievement (CIERA) document, “Improving the Reading Achievement of America’s Children: 10 Research-Based Principles,” includes two critical conditions we must have in place at our schools in order to have successful reading programs.

- The entire school must be committed to promoting reading achievement. Schools must maintain the focus on reading and writing and make sure that its reach extends beyond the school to our families and community.
- Schools must provide professional development activities on how to improve reading achievement. A collegial setting must be established so that teachers and administrators have an opportunity to deepen content knowledge, study new practices, view demonstrations, examine data for student results, and refine teaching effectiveness.

## Professional Development

It is clear from research how children learn to read, what literacy (reading and writing) curriculum should include, and what instructional practices are best to deliver the curriculum. The next step is to take action. G. Reid Lyon in his testimony before the Committee on Education and the Workforce (1997) stated clearly the next steps we need to take in order to resolve our problem of reading failure in our schools. The steps are:

- Schools must reach our children early, diagnose early, and intervene early.
- Schools must provide a comprehensive reading program that includes instruction in phoneme awareness, phonics, spelling, reading fluency, and reading comprehension strategies.
- **“Teacher preparation is the key to teaching our Nation’s children to read, to learn from reading, and to enjoy reading.”**

Lyon’s (1997) discussion of surveys and studies on teacher training makes it clear that our teachers are not prepared to teach reading. Their training has been limited and hasn’t provided them with the opportunity to see demonstrations of effective instructional practices or to link the discussions of research and theory to actual instruction. Their lack of knowledge has left them vulnerable to ‘frequent and capricious shifts in how reading is to be taught to our children.’ Teachers are frequently presented with the latest zeitgeist or packaged program on the market regardless of their efficacy or whether they provide a comprehensive treatment to reading instruction. Teachers, administrators, and schools are hampered by never ending arguments about “which approach.” That question has been answered. There is no single approach. Only by developing our teachers’ knowledge “relevant to reading development, reading disorders, and effectiveness of various approaches to teaching children to read can they begin to build the programs our children need to be successful readers.”



If schools wish to ensure teachers implement practices linked to the scientifically based research and theory, they must provide proper training. Joyce and Showers' (1980 and 1989) recommend five components of training:

- presentation of theory or description of skill or strategy;
- modeling or demonstrating of skill or models of teaching,;
- practice in simulated and classroom settings;
- structure and open-ended feedback; and
- expert and peer coaching for application (hands-on, in classroom assistance with the transfer of skills and strategies to the classroom).

McLaughlin and Marsh (1978) pointed out that 'training workshops' were important, but had only a short-term effect unless it was backed up with a way for teachers to support each other in the adaptation of the new approaches to their existing practices. Eraut's (1994) review of research of effective professional development programs led him to conclude that professional learning must be long term, focused, and provide the individual teacher support in the classroom. He concluded that teacher learning 'is a long term process of up to two years' duration involving experimentation, reflection, and problem- solving. The long-term process creates an avenue for a change in mindset. Thompson and Zeuli (1999) have shown that teachers must experience some dissonance in an atmosphere of support that allows resolution. A long-term plan should include three phases: initiation, implementation, and institutionalization (Fullan, 1991). During the initial step, schools go through introspective phase that leads up to their decision to adopt or proceed with change. This could include learning about what research says about reading and turning around and assessing their students and program to see what they need. Development or implementation of a program happens in the second phase. This is when experimentation, reflection, and problem solving takes a big role. Once a workable system is in place, then it can be said that institutionalization has taken place. Even though the word institutionalization is used for the final phase, it is not to be taken as a final phase. By this time the school's system and culture has become one of continuous improvement.

A plan that focuses on a school culture and system as key **to implementation must incorporate the role of the principal as instructional leader.** Fullan (1991) cites evidence from research that shows the power of the principal in ensuring implementation. "Principals will have to take on a new role as facilitator of change just as teachers do in implementing new teaching roles. Principals will need to know what they should do specifically to manage change at the school level. This is a complex task and few principals have the preparation."

How training for teachers is approached is crucial. Professional development must be seen as a multidimensional concept that encompasses not only training centered on SBRR and its impact on how we teach reading, but a school culture and system that supports the implementation and sustainability of a new comprehensive reading program (Kamé enui and Simmons, 1998). It must be "(a) developed at the school building, (b) anchored to ongoing student performance, (c)



customized by collaborative grade-level teams, and (d) tethered to a centralized data-management system.”

The task schools face to ensure that every child is a successful reader by third grade requires a focused, long term, and supportive plan. The goal of a school plan should be to **weave knowledge about reading instruction based on SBRR and best practices in teaching English Language Learners into the very fabric of the school culture and system** so that every child is a reader by the end of third grade. Research shows that in order to ensure that new knowledge is set into practice, a collegial setting must be integrated into professional development so that teachers have an opportunity to study new practices, deepen content knowledge, view demonstrations, examine data for student results, and refine teaching effectiveness.

The key elements of a plan follow:

- **Schools must focus on the classroom teacher** as central to student learning, yet include all other members of the school community in order for it to be effective.
- Schools must provide **a solid foundation regarding the theoretical and scientific underpinnings for literacy development** that includes a discussion of
  - the skills and knowledge students should have to be proficient readers (comprehensive reading program)
  - early literacy assessment tools and their link to instruction
  - reading instructional materials
  - appropriate instructional practices

A school’s **professional development must be driven by a coherent long - term plan** so that the school has time to embed the knowledge into the daily life of the school through practice, learning, and leadership.

- Schools must **provide the time, resources, and avenues for teacher inquiry and implementation** through expert and peer coaching. This means schools will have to commit to providing the time, expert training and support personnel, and a framework for implementation of best practices in reading instruction.
- Schools must have a **school-level forum** to address the assessment, implementation, and evaluation of the reading program at the school.
- Schools must establish an **early literacy outreach program** that informs day care providers, Head Start teachers, and private kindergartens of SBRR programs and practices.
- Schools must establish an **early intervention program** that is systematic, based on research, and uses qualified teachers and tutors.
- Schools must create a **Family Literacy program** based on the principles of hospitality, respect, recognition, and empowerment.
- **Principals must be instructional leaders.** The principal’s knowledge base about reading, knowledge about school change, and a commitment to the implementation of the reading program is crucial.





## **2.C. CURRENT STATE EFFORTS IN READING, FAMILY LITERACY, STANDARDS AND ASSESSMENTS, AND SCHOOL REFORM AND HOW IT RELATES TO SBRR.**

New Mexico has several ongoing state efforts that address reading, Family Literacy, revision of standards and assessments, and school reform to support scientifically-based reading research. Recently, the New Mexico State Legislature passed bills and memorials that will have great impact on providing opportunities for young children to be ready to read as they enter school. These efforts will also positively impact our elementary classrooms' ability to provide appropriate reading instruction. The bills and subsequent actions by the legislature and the New Mexico State Department of Education (SDE) include:

- House Joint Memorial 51 passed during the 1999 legislative requesting the SDE to **examine the various reading intervention programs** being used in New Mexico, university preparation of teachers to teach reading, ongoing professional development, and costs for implementation of this program. The SDE will report its findings and recommendations to the legislature in November 2000.
- The State Board of Education **established and adopted entry-level reading competencies on July 1, 1999 that are based on what beginning reading teachers must know and be able to do to provide effective reading programs in New Mexico schools.** The competencies were developed to ensure alignment with New Mexico's Content Standards and Benchmarks for reading and teaching of reading. New Mexico's institutions of higher education will use the competencies to establish appropriate curriculum for persons seeking a reading endorsement.
- The New Mexico Education Initiatives and Accountability Task Force, created by the state legislature July 1999, makes reading as its top priority for the 2000 legislative session. The task force recommends to the Legislative Council that New Mexico initiate a reading initiative and develop a statewide literacy framework. The task force and the Reading and Literacy Partnership have many of the same members and are collaborating on the reading initiative and REA work.
- Passage of House Joint Memorial 12 to design a **Statewide Reading Initiative.** The Reading and Literacy Partnership is working in cooperation with reading experts, the education initiatives and accountability task force, institutions of higher education, and others to develop this. An initial report to the Legislative Education Study Committee will be made August 2000.
- Passage of House Bill 211 funding the New Mexico Kindergarten Literacy Readiness Program for **full-day Kindergarten classes that require LEAs to implement scientifically-based reading research programs as part of the program** Approximately \$8.5M, phased in over a five-year period, has been allocated to support this effort starting during the 2000-2001 academic year. One-fifth of New Mexico's kindergarten students will be served in the first year.





- Passage of House Bill 8 during the most recent Legislative Session **creating the Public School Reading Proficiency Fund to create a statewide reading framework and to award funding to schools that implement innovative research-based programs**. The state legislature appropriated \$200,000 to create a statewide reading initiative and framework. In addition, \$1M has been allocated for school awards. All public school districts are eligible to apply for this funding that will commence during the 2000-2001 academic year.
- In light of scientifically-based reading research and a four-year revision cycle, New Mexico is currently **reexamining the 1996 Language Arts content standards and benchmarks K-12. These standards reflect the principals of effective literacy instruction**. These revised standards and benchmarks will provide solid foundations for curriculum instruction, assessment and professional development.
- The 2000 New Mexico State Legislature appropriated \$600,000 to the SDE for student assessment work. Approximately \$250,000 will be used **to adopt a uniform reading assessment for Grades 1 and 2**. This effort will be coordinated with the Kindergarten Literacy Readiness Program, the REA program, and the New Mexico Reading Initiative effort to adopt a K-3 uniform reading assessment.

We have also learned from our neighboring states of Utah and Texas through their respective Utah Reads Initiative and Texas Reading Initiative. Consultation from and research of these states have assisted New Mexico in our reading initiative work. In addition, the U.S. Department of Education has disseminated much more through their website and conferences including research findings, available resources, general information and guidance regarding the Reading Excellence Act. The Southwest Comprehensive Center (SWCC), Region IX, operated under New Mexico Highlands University's Center for the Education and Study of Diverse Populations (CESDP), has been assisting New Mexico and surrounding states with professional development and technical assistance in comprehensive K-3 reading programs.

### **Standards related to Reading**

New Mexico's most recent language arts standards reflect scientifically-based reading research and will be approved by the State Board of Education in the fall of 2000. Clear benchmarks for the essential reading acquisition skills and knowledge have been established for grades K,1,2, and 3. These benchmarks reflect the findings of SBRR and are intended to serve as a guide to teachers charged with teaching young learners to read.

### **Assessment Related to Reading**

During 2000-2001, an Early Reading Assessment Task Force will select a new statewide reading assessment for grades one and two to provide information about students' reading progress that



can be used in educational decision-making. As part of this process, the task force will consider ways in which to assess reading across the state that are consistent with Title I requirements and early childhood guidelines. **The design of the assessment will measure research based reading skills** Training will be provided to teachers on how to administer and use the new assessment. The first administration of the new assessment will take place during the 2001-2002 school year. This assessment will be closely tied to the REA program and will use the REA funded schools as pilot sites for administering the reading assessment tools as recommended by the task force. Section 4 summarizes a variety of assessment tools we will use in the REA program (see pp. 43).

The research in early literacy that is now available will be used to develop a statewide assessment in reading. It is possible to gauge the development of students as they become literate from 2.5 years of age to the onset of formal schooling for most at age 5 or 6 through 3<sup>rd</sup> grade. The developmental sequence of acquisition of skills, abilities, and awareness by young children help us determine the change expected in children as they are becoming readers and writers. We have age expectations. We now can sequence experiences and direct instruction. And, we can note developmental lag when present and make provisions for addressing it. Many of the assessment procedures for young readers and writers are by their nature informal, based on observation and instructional testing. Standardized testing is often insensitive to subtle growth of students and less than useful in planning instruction. In many cases, standardized test results report scale, percentage or grade-equivalent scores that are incomprehensible to parents. The newly created and adopted statewide assessment will reflect the following research-based literacy areas:

- Use of content, standards, and benchmarks of a comprehensive program;
- Recognition of the value of formal and informal assessments;
- Use of reporting mechanisms that allow for individual student scores, classroom profiles, and statewide evaluation of the success of the New Mexico REA program and supporting efforts;
- Provide feedback to teachers, school sites, school districts, and the State Department of Education of information that informs instruction, guides staff development, and promotes community and parental support;
- Use of a K-3 uniform reading assessment system for all educational agencies affected including individual K-3 classrooms throughout the State, Headstart, Migrant Education, Bilingual Education programs, Even Start Programs, university teacher credential programs, and staff development conducted by the State Department of Education and within each school district.



The REA schools funded will pilot reading assessments that can then be replicated throughout the state. The Kindergarten Literacy Readiness program will also collaborate with the REA program so that there is a comprehensive assessment process grades K-3. A subcommittee of the Partnership will be created to work on the assessment development.

### **Family Literacy Programs Supporting Reading Programs**

Family Literacy has often been an “add-on” piece to many of the existing academic programs within our schools. It is necessary to have Family Literacy as a major component of the overall REA process through continuous collaborations with community-based organizations, tutorial assistance providers, and others promoting a literate society. There are several organizations currently operating or supporting family literacy in New Mexico. The two largest efforts are provided by the Even Start Family Literacy Program and the New Mexico Coalition for Literacy. It is our intent to use the New Mexico REA and Reading Initiative to collaborate with these entities for informing and helping our families in the area of literacy.

Family Literacy plays a key role in having young children ready to read as they enter school. The notion of young children ready to read as they enter school is substantiated by research. We know that early literacy can begin long before formal schooling. Parents model literate behavior. They are seen reading and writing. Parents, also often read stories to their children. They encourage curiosity about print. Parents and family members encourage children to 'picture read' familiar books. Family members provide crayons or pencils that can be used by their children in early invented written expression. They provide a print-rich environment without pressuring their children to begin reading and writing accurately and immediately. Although these early reading and writing experiences are by no means what most of us would consider signs of accomplished literacy, they help children learn the function of the print system. The idea is that oral speech can be recorded, that what is written can be meaningful and should make sense, that print symbols are not arbitrary, and that children can become engaged in reading and writing. Most of all, these early experiences help children begin to see themselves as readers and writers. While inventive at the beginning, this early writing and reading moves gradually over time toward more conventional reading and writing behavior. This early exposure prepares children for the instruction they will receive once formal schooling begins. Formal reading and writing instruction in 1st grade builds on the preschool literacy experiences of children. These parental activities also act as reinforcement of classroom activities once the students begin to learn to read in school.

The Even Start program has had a ten-year history in New Mexico. The federally-funded program is intended to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through the integration of early childhood education, adult literacy, and parenting education into a unified family literacy program. Schools that have Even Start programs across the state are serving young children from birth to age seven. With the recent full-day Kindergarten bill, the Even Start program can expand its services and be integrated in working with professional development activities around SBRR. The Even Start program has been involved in the preparation of this application and will collaborate as the REA program is implemented.



The New Mexico Coalition for Literacy, founded in 1987, encourages and supports community-based literacy programs and is the New Mexico representative for the national programs of the Literacy Volunteers of America (LVA), Laubach Literacy Action (LLA), and Project Literacy (PLUS). The Coalition maintains the state's only Literacy Services Guide, a compendium of all literacy resources in New Mexico, with up-to-date, complete contact information. The Coalition also houses and maintains the Literacy Resource Center for New Mexico, as designated by the U.S. Department of Education. The Coalition has a well-established network across the state for family and adult literacy services. In addition, the Coalition works closely with the New Mexico State Library and its network of local libraries. Through this established network of appropriate tutoring providers, parental training workshops, and libraries, the Coalition will provide support in identifying those service providers statewide and help build the communication between them and the eligible schools. The Coalition has also been involved in the preparation of this application and will collaborate as the REA program is implemented.

The New Mexico REA program will provide the motivation for all of these family literacy services to work in cooperation. As part of the LEA application, LEAs will be required to identify community-based organizations, tutorial assistance providers, and family literacy services as part of their plan of implementing a comprehensive reading program.

### **School Reform Supporting Reading Programs**

Several school reform programs with early literacy and reading as the focus have been initiated in New Mexico. For example, Albuquerque Public Schools (APS), the largest school district in New Mexico and one of the largest in the country, recognized a need for school reform prior to the Goals 2000 Program and the Comprehensive School Reform Demonstration (CSRD) Program, which have funded many New Mexico school districts. Using Title I funding, APS piloted three comprehensive reading programs based on SBRR in its elementary schools as school reform models. These pilot programs are Success for All, Four Blocks, and Design for Literacy. They also piloted a program pairing Rigby Professional Development with Reading Recovery.

In addition, the state's Goals 2000 and CSRD funding over the past five years has made an impact to the revision of the language arts performance standards. Since the 1994-95 school year, these programs have supported 251 projects throughout the state for local education reform. Many of these programs that have been implemented are SBRR reading programs as school reform models. This integration of these programs with REA will be discussed in further detail in Section 7 (see pp. 60).



## SECTION 3. STATE LEADERSHIP AND OVERSIGHT

### 3.A. READING AND LITERACY PARTNERSHIP

#### 3.A.1. COMPOSITION OF THE PARTNERSHIP

The Reading and Literacy Partnership (the Partnership) was established last year. Governor Gary Johnson, through facilitation by the State Department of Education, has charged the Partnership with assisting in the preparation of the 2000 New Mexico REA application and guiding a statewide reading initiative. The Partnership is comprised of appointed members to serve in an advisory capacity in the development of the REA application and the selection, oversight and evaluation of the LEA subgrantees. The Partnership will also have a vital role in developing a statewide early reading assessment. Table 4 lists the Partnership's members including title, affiliation, and advisory role to the REA program and the reading initiative.

#### 3.A.2. ROLE OF THE PARTNERSHIP IN DEVELOPMENT OF THIS APPLICATION

The Partnership has provided valuable insight into this REA application through a series of meetings that began during the development of the 1999 REA grant application. A few key members of the Partnership were also members of the Education Initiatives and Accountability Task Force that identified reading as a top priority for the 2000 legislative session. **Therefore, there has been a concerted effort towards a statewide reading initiative.** A series of meetings between the State Department of Education, reading experts and key stakeholders have shaped the development of this application. Members of the Partnership with expertise in various areas of comprehensive reading programs and evaluation drafted various sections of the application. Subsequent meetings of the entire Partnership were held to discuss these sections and integrate them into a cohesive document. The Partnership expects to continue meeting in anticipation of a favorable response to New Mexico's REA application so that the state will be prepared to maximize the benefits of the program as quickly as possible.

Table 4. New Mexico Reading and Literacy Partnership

READING AND LITERACY PARTNERSHIP MEMBERS			
Name	Title	Affiliation	Advisory Role
Vonell Huitt	Governor's Representative	Governors Office	Governor's Education Initiatives
Michael J. Davis	State Superintendent of Public Instruction	New Mexico SDE	Public School Perspective
Jack McCoy	Deputy Director of Learning Services	New Mexico SDE	General Coordinator
Toni Nolan-Trujillo	Division Director-Learning Services	New Mexico SDE	General Coordinator
Larry Martinez	Title II Coordinator	New Mexico SDE	Federal Programs Perspective
Dr. Bob Pasternack	Director of Special Education	New Mexico SDE	Federal Programs Perspective



READING AND LITERACY PARTNERSHIP MEMBERS			
Name	Title	Affiliation	Advisory Role
Sam Ornelas	Title I Director	New Mexico SDE	Federal Programs Perspective
Dr. Cheryl Brown-Kovacik	Director of Assessment and Evaluation	New Mexico SDE	State Assessment Perspective
Marilyn Scargall	Director of Professional Licensure Unit	New Mexico SDE	State Licensure Perspective
Ann Trujillo	Director – Even Start Program	New Mexico SDE	Early childhood reading perspective
Steven Sanchez	Director-Curriculum, Inst. & Learn. Tech.	New Mexico SDE	State Standards Perspective
Senator Cynthia Nava	Chair, Senate Education Committee	Legislative Education Study Committee	Legislative Perspective
Representative Rick Miera	Chair, House Education Committee	Legislative Education Study Committee	Legislative Perspective
Representative WC Williams	Ranking Member	Legislative Education Study Committee	Legislative Perspective
Representative Rhonda King	Ranking Member	Legislative Education Study Committee	Legislative Perspective
Representative Mimi Stewart	Ranking Member	Legislative Education Study Committee	Legislative Perspective/Teacher Perspective
Karmen Lenz	Family Education Director	Catholic Charities	Community-Based Organization Perspective
Karee Sowards	Parent	School/Community	Home School Perspective
David Godsted	Executive Director	NM Coalition for Literacy	Family Literacy Service Providers
Margaret A. (Peggy) Davis	Board Member	State Board of Education	State Board of Education Perspective
Lester Hudson	Superintendent for Shiprock Agency	BIA	Tribal Perspective
Ben Atencio	Superintendent for Southern Pueblos Agency	Pueblo Agency	Tribal Perspective
Dr. Phillip Gonzales	School of Education	New Mexico Highlands University	University Perspective
Dr. Janet Lear	College of Education	University of New Mexico	University Perspective
Juanita Valdez	Literacy Trainer	Albuquerque Public Schools	Literacy Leader Perspective
Dr. Paul Martinez	Director	Southwest Comprehensive Center Region IX	IASA perspective



READING AND LITERACY PARTNERSHIP MEMBERS			
Name	Title	Affiliation	Advisory Role
Teddy Demarest	Reading Specialist	Center for the Education and Study of Diverse Populations	Reading Specialist and Trainer
Sara Miranda-Sanchez	Title I Teacher	Albuquerque Public Schools	Teacher's perspective
Barbara Perea-Casey	Superintendent	Hondo Valley Schools	School Administrator's Perspective

The Partnership reviewed feedback provided by the U.S. Department of Education REA staff to the New Mexico State Department of Education of their unsuccessful 1999 REA application. Updated suggestions and changes have been incorporated into this proposal including the many initiatives supporting improved reading achievement for New Mexico students. The overall role of the Partnership includes the following activities:

- Involvement in the development of the New Mexico REA grant application;
- Advisement on the selection of the LEA subgrantees should New Mexico receive an REA award;
- Assisting in the oversight and evaluation of the REA program;
- Assisting in the development of a “seamless approach to literacy” throughout the state;
- Guidance for the implementation of the Public School Reading Proficiency fund;
- Assisting in the development of the Statewide Reading Initiative as described in House Joint Memorial 12;
- Participation in 3-4 Partnership and/or district meetings per year; and
- Specific project involvement (i.e., technical assistance, development of collaborative partnerships with service providers, district professional development opportunities, etc.) based upon member's interest.





### 3.B. SEA Activities under REA

The State of New Mexico has made dramatic steps towards improving reading performance of students in the last year alone towards a reading initiative. A recent letter from Governor Gary Johnson to State Superintendent Michael Davis states “It has been very encouraging to see a convergence of support for this initiative coming from a number of areas I don’t normally see cooperation” as an indication of New Mexico’s movement to ensuring that all children are able to read by grade 3. State leaders, parents, students, teachers, and others are recognizing the need for a statewide reading initiative. The state leadership is taking an active role in the reading movement. Governor Johnson’s letter goes on to state “The REA’s emphasis on scientifically-based reading research will help focus all our reading initiatives on cutting-edge classroom and teaching practices.” Table 5 is a chart showing the key activities to be implemented under the REA program and the statewide Reading Initiative.

3.B.1. Table 5. CHART

Key Activities	Responsibility	Timeline	Outcomes	Funding Source
REA Proposal Final Review and Comment; Oversight of REA program and Reading Initiative	Reading and Literacy Partnership	On-going	Significant input and support from many stakeholders	NA
Language Arts Standards Revision	New Mexico SDE	August 1999 to Present	Reading standards that reflect the principles of effective reading and literacy instruction	Goals 2000 federal funding
PD 2000 Institutes – Supporting Literacy across the Curriculum	New Mexico SDE	June 2000, November 2000, and March 2000	One week training and forums for understanding of SBRR, literacy and classroom implementation strategies	Titles I, II and III federal funding
Provide technical assistance for Title I School Improvement sites full-day Kindergarten programs	New Mexico SDE	June 2000 and on-going	Early literacy providers trained in SBRR and instructional delivery as required by House Bill 211	HB 211 at \$8.5M to be phased in over a 5-year period.
REA Award Notification	U.S. Department of Education	July 15, 2000	Added value to the existing NM Reading Initiative	REA
REA Guidance Document for LEAs	New Mexico SDE and SBRR subcontractor	Complete by August 2000	Guidance document with SBRR best practices and LRI and TAS subgrants RFP guidelines	Public School Reading Proficiency Fund, Title II, Goals 2000, and REA
REA Director hired at SDE	New Mexico SDE	September 2000	Coordinator/Facilitator of REA activities	Title I and REA



Key Activities	Responsibility	Timeline	Outcomes	Funding Source
Notify eligible school districts of REA funding and proposal deadline of 11/30/2000; Provide guidance document	New Mexico SDE and SBRR Contractor	July to August 2000	All eligible schools aware of REA program funding and related requirements	Public School Reading Proficiency Fund, Title II, Goals 2000, and REA
Technical Assistance to eligible school districts prior to REA funding including guidance for application to SEA for REA funding	New Mexico SDE, REA Director and SBRR Contractor	July 2000 to November 2000	Awareness of REA program, SBRR components, ELL considerations, and RFP guidance	Public School Reading Proficiency Fund, Title II, CSRD, Goals 2000, and REA
K-3 Uniform Reading Assessment Development	New Mexico SDE Assessment and Evaluation Unit and Assessment Task Force	June 1, 2000 to June 30, 2001	Uniform Reading Assessment tools used by REA schools and other districts statewide; Use of REA schools as pilot sites for assessment tools	Senate Bill 13 at \$250,000
REA Public Relations Campaign/REA Website Development	New Mexico SDE REA Director and SBRR Contractor	August 2000 and On-going	Dissemination of resources (letters, guidance, website, flyers, newsletters) to all stakeholders; and Website available for links and resources	Public School Reading Proficiency Fund and REA
Bidders Conferences hosted regionally	New Mexico SDE, REA Director, and SBRR Contractor	Start in October 2000 and host 2-3 conferences	All eligible school districts able to ask questions and receive technical assistance for application	Public School Reading Proficiency Fund, and REA
Review and select schools under the REA program; Notify school districts that will be awarded	Reading and Literacy Partnership, the New Mexico SDE, REA Director and reading experts	December 2000; Notify selected schools January 2, 2000	Selection of 15-20 schools for LRI subgrants and XX schools for Tutorial Assistance subgrants	REA
REA Site Program Facilitator cohort (30 days of intensive training)	New Mexico SDE	January 2001 to January 2002	Intensive training for funded schools' designated REA site facilitator "train-the-trainers" for building school capacity and sustainability	Goals 2000, Public School Reading Proficiency Fund, and REA



Key Activities	Responsibility	Timeline	Outcomes	Funding Source
<i>New Mexico Reads Conferences</i> including SBRR seminars, working with ELL students, Principals' Instructional Leadership, and tutorial assistance providers	New Mexico SDE in collaboration with the New Mexico IRA and the New Mexico Coalition for Literacy	Yearly conferences, first conference Spring 2001	Increased teacher knowledge of SBRR, REA Guidelines, Instructional Materials, Reading Programs, and School Reform; Fosters seamless approach to literacy	Public School Reading Proficiency Fund, New Mexico Coalition for Literacy state appropriation funds, and REA
Monitoring and performance evaluation of funded school districts under the REA	New Mexico SDE, the REA Director and the Reading and Literacy Partnership	January 2001 and on-going	Ensure high quality implementation and fidelity of SBRR by subgrantees	REA
Program Evaluation	All stakeholders, the external evaluator and the Reading and Literacy Partnership	July 2000 and On-going	Evaluate the success of the SEA's subgrantees in meeting the purpose of the REA.	REA

### 3.B.2. IMPLEMENTATION OF HIGH QUALITY PROFESSIONAL DEVELOPMENT

New Mexico recognizes that well-planned, high quality professional development will result in a successful REA program. To this end, the SDE and the funded LEAs will work collaboratively to ensure the implementation of a comprehensive professional development program. The SDE, as shown in Table 5, will provide technical assistance and training during the application process. This will increase the awareness and knowledge of what a quality professional development program should entail including a logical timeline. The SDE will combine REA funds, state funds, and other federal program funds to provide this assistance. Eligible schools in order to receive awards must demonstrate that their professional development plan for implementing a comprehensive reading program will be systemic and sustainable. The SDE and its partners will continue to provide technical assistance and guidance during the entire period of the REA program.

The most significant professional development will be **the intensive SBRR training for the REA school site program facilitator cohort**. This training will take place over one year and will support the capacity building for the schools. This intensive approach creates a pool of "train-the-trainer" teachers ready to go back to their respective schools and train their peers. This begins to support the long-term sustainability of comprehensive reading programs implemented throughout the state. Where possible, this training will be coordinated with New Mexico universities to provide this reading specialist cohort with university credit towards a graduate degree and/or a reading endorsement.



In addition, based upon the timeline in Table 5, the SDE will require the funded schools, meaning **all K-3 teachers and principals, participate in continuous professional development activities as part of their REA program**. This intensive training will ensure high quality training and an increased knowledge base. The outcomes of this professional development program should include:

- Training on the content of a comprehensive reading program inclusive of
  - the skills and knowledge to understand how phonemes, or speech sounds, are connected to print
  - the ability to decode unfamiliar words
  - the ability to read fluently
  - sufficient background information and vocabulary to foster reading comprehension
  - the development of appropriate active strategies to construct meaning from print
  - the development and maintenance of a motivation to read
  - the development of appropriate literacy assessment tools
  - the creation of a quality family literacy program.
- Training on appropriate instructional strategies that meet the developmental, linguistic, and cultural needs of our students
  - Reading Aloud to children
  - Language Experience
  - Shared, Guided and Independent Reading
  - Shared, Guided and Independent Writing
  - Interactive Activities to promote decoding and spelling fluency
- Training for the instructional leadership, primarily the principal
  - Knowledge of SBRR
  - Data management and analysis
  - Practices of high performing, high poverty schools
  - School culture
  - Use of observation surveys
  - Facilitating change at the school
  - Emphasizing accountability
  - Managing resources to support change

The professional development component of the REA program process is critical to long-term success. By focusing its professional development on reading, viewing professional development as a long-term process, and making structural organizational changes to support professional development, schools can meet and sustain REA program goals.



### 3.B.3. APPLICATION PROCESS

The application process will allow equal opportunity for all eligible Title I School Improvement sites to request REA funds while meeting the requirements for the LRI and TAS discussed below. Notification and technical assistance on a regional basis will be performed from July to December 2000.

#### 3.B.3.a. TECHNICAL ASSISTANCE TO LEAs AND SCHOOLS

For many eligible schools, preparation of a LRI under the provisions of the REA may be the first attempt to address poor student reading performance in a systematic way. To maximize the potential for this process to result in genuine school reform, an intensive, coordinated technical assistance program will support LEAs and schools all phases of the subgrant application process. There may be schools that require more technical assistance than others may. The SDE will provide the necessary support required to all schools.

Among the technical assistance activities planned are:

- Direct contact with each eligible LEA by technical assistance providers currently working at school improvement sites in New Mexico.
- The SDE will deliver subgrant information packages containing letters of encouragement from the State Title I Director and Superintendent of Schools. LRI and TAS program goals, application information, information about SBRR, and an invitation to participate in bidders' conferences will also be provided.
- Bidders' conferences to introduce the REA, SBRR, best practices among comprehensive reading programs, and the process for developing a successful LRI subgrant application. Conferences will be conducted regionally to ensure adequate participation by all eligible schools.
- Provide LEAs with LRI and TAS Subgrant Request for Proposal and support materials.
- New Mexico Reading Initiative Web-site will provide extensive resources and links related to SBRR, reading instruction, curriculum, assessment, model programs, selected bibliographies of effective balanced literacy research and programs, best practices, training opportunities, coordinated conference and event calendars, parent and Family Literacy activities, resources, and hot links to key reading and literacy Internet sites.
- Through the New Mexico Commission on Higher Education, coordination of university course offerings in reading to align with content standards and benchmarks grounded in SBRR and best practices.



### 3.B.3.b. OVERVIEW OF APPLICATION(S) FOR LRI AND TAS SUBGRANTS

Applicants for LRI subgrants will participate in a three phase competitive process. Phase 1 includes pre application activities. Phase 2 involves the actual preparation of applications, their review and selection. Phase 3 covers post subgrant award support and technical assistance.

LEAs and schools chosen to receive funds will be selected based on the criteria set forth in the REA Program and evidence of readiness on the part of staff and leadership within eligible schools to initiate a REA intervention program. Applications will undergo rigorous evaluation and scoring by carefully selected expert review panels who will submit recommendations to the State Reading and Literacy Partnership for final approval. It is important that the application timeframe enables LEAs to accurately assess their needs, develop support for the application, and, receive technical assistance while planning a comprehensive reading program compatible with REA Program goals.

#### Phase 1: Pre Application Process Activities

- SDE Reading Initiative/REA Web-site established
- REA awareness campaign. Guidance packets and RFPs distributed
- Bidders conference and training on the REA program, SBRR, and application process
- SBRR and Comprehensive Reading Program workshops

#### Phase 2: Application Preparation, Review, and Selection

- Schools conduct needs analysis and exploration of model programs
- Applications submitted for review
- Formal review process and scoring
- Recommendations to State Reading and Literacy Partnership
- Notification of successful applications
- Media and Internet announcements and community awareness campaigns

#### Phase 3: Post Award Support and Technical Assistance

- Subgrant recipient planning and networking meeting
- Principal's "Leadership for Literacy" workshop
- REA site facilitator cohort begins year-long training to support comprehensive reading program implementation at their schools
- SBRR and instructional practices training for all K-3 teachers at REA school sites
- Web-site inquiry and resources
- *New Mexico Reads* Conferences



### 3.B.3.c. SCORING AND CRITERIA

Specific activities in each of the following areas must be included in applications that are successful:

- Description of the proposed comprehensive reading program;
- Knowledge and application of SBRR to proposed intervention;
- Evidence of staff readiness to implement a comprehensive reading program;
- Professional Development plan for teachers, other instructional staff, and administration;
- Provisions for external technical assistance from person(s) or organization with expertise in SBRR programs and implementation processes;
- Family Literacy Program outlining comprehensive literacy education services for early childhood, adult, parent/family support of literacy, and programs for parents/guardians and children learning to read together;
- Transition Program to assist kindergarten students who are not ready for first grade to accelerate acquisition of early literacy strategies;
- Parent, Tutor, and Early Childhood Providers shall be included in literacy-related activities and given appropriate training in SBRR principles;
- Student Support Systems including SBRR trained personnel who can provide supplemental support to students preparing to enter kindergarten and to assist struggling students in kindergarten through grade three;
- Reading instructional program for ELL grounded in SBRR;
- Promotion of the LRI including communications strategies for parents, families and the community, especially libraries and other literacy-reading focused programs;
- Provisions for promotions in languages other than English when appropriate;
- Methods for informing parents or guardians of teacher's reading education qualifications and training;
- Reading intervention program for students not mastering benchmarks, especially those students who are at risk of being referred to special education based on reading or language difficulties or those students who have been referred to and tested for possible special education services and have been found not to have a learning disability;
- Student performance evaluation including type or name of assessment instrument, how assessment data will be utilized to guide instruction and evaluate programs, specific student outcomes to be assessed in accordance with SBRR, frequency of data collection, who will administer assessments, and how assessment process will be included in overall professional development plan;
- Information describing how LEA's determined school needs, gathered and analyzed data and established goals based on those needs. Program evaluation plan should focus on student performance and other data related to program goals and objectives;





- Coordination with Existing Resources. Programs should demonstrate how existing funds and resources targeted to special populations, reading instruction, professional development, program improvement, parent/family involvement, external technical assistance, interventions, after school, family literacy, or other pertinent activities will be coordinated in support of the LRI;
- A detailed budget showing how REA funds will be utilized and coordinated with existing funds must be included;
- Proposed coordination of local reading and literacy programs, when applicable, to prevent duplication of services and strengthening of overall effectiveness;
- Timeline of activities and implementation plan;
- GEPA requirements must be met by the LEA ensuring equitable access to and participation in the project for students, teachers, and others with special needs;

The scoring will be based upon a total of 100 points weighted appropriately among the above criteria. The detailed guidelines and scoring criteria will be included in the guidance document to be distributed to all eligible school districts in August 2000.

### 3.B.3.b. TUTORIAL ASSISTANCE SUBGRANTS

The Tutorial Assistance Subgrants fund programs for children experiencing difficulties in the regular reading program. A competitive application process will be conducted among eligible LEAs. Awards will be given to research-based programs that are coordinated with existing literacy initiatives and interventions.

A panel of expert reviewers will score applications. Activities to be included in the TAS applications are:

- Criteria used to select tutorial assistance providers;
- Provisions, when necessary, to provide training in reliable tutorial practices and SBRR;
- Description of the timing and flexibility of tutorial assistance to be provided (before school, after school, weekends, summer programs, etc.);
- Criteria by which students will be identified and selected for tutorial services and statement of limitation of services availability to students experiencing difficulties in reading only. Provisions to ensure services are prioritized to students assessed and to be determined to have the greatest needs;
- Communication process through which parents or guardians of eligible students will be made aware of the availability of services to their child;
- Contract requirements should demonstrate how the LEA would make payments directly to tutorial assistance providers consistent with State and local laws governing contracts between LEA and provider;



- LEA must make assurances of program oversight, program quality and effectiveness, assistance to parents when requested regarding tutorial service selection, parent and child confidentiality, and disclosure of payment method to provider;
- Action plan with critical activities and timeline; and
- Program evaluation plan.

#### 3.B.3.d. HOW WILL THE LEAS SELECT SCHOOLS?

LEAs will select schools based upon the REA requirements for eligibility. In cases where a school district is eligible because a middle school or high school are in Title I School Improvement status, they will select the schools with the first and second highest number of poor children and the two schools with the first and second highest percentages of poor children. Most importantly, LEAs shall select schools based upon the following:

- School readiness and commitment to implement a comprehensive reading program based upon SBRR;
- Schools with the greatest need to improve student reading performance, teacher professional development, greatest fiscal need, and poverty levels; and
- Applications describing individual school plans to implement a comprehensive reading program or to expand such program currently being implemented.

#### 3.B.3.e. REVIEW PROCESS AND ROLE OF READING AND LITERACY PARTNERSHIP

According the timeline suggested in this Section, the New Mexico REA review process of LEA applications will occur from December 2000 to January 2001. Selection of LEAs will occur in January 2000 with the intent to fund schools by January 31, 2000. The review process will be rigorous and systematic to ensure that applications are meeting the needs of students, teachers and the purpose of the REA. All LRI and TAS subgrants are to be awarded by January 2001 so that schools will have a full two years to implement their program.

A panel of reviewers will score the applications according the above criteria. The panel will consist of 3-5 members comprised of reading specialists, university professors, Reading and Literacy Partnership members, SDE staff, and stakeholders representing Family Literacy, Early Childhood, Special Education, and other similar programs. The Southwest Comprehensive Center (SWCC) will oversee nominations, selection and coordination of the application review panel. The review teams will make recommendations to the Reading and Literacy Partnership for final selection.

#### 3.B.4. TECHNICAL ASSISTANCE, MONITORING AND PERFORMANCE MEASUREMENT OF SUBGRANTEES

The SDE, guided by the REA Program Director, will provide technical assistance, monitoring, and performance measurement of subgrantees. This will occur through on-site visits, bi-annual status reports, and annual presentations to the Reading and Literacy Partnership at the *New Mexico Reads* Conferences. Visits will occur at each subgrantee site once each year. On site-visits may occur more frequently if necessary.



The subgrantees will also communicate, share ideas, concerns, and successes in order to begin building a network of demonstration comprehensive reading programs across the state. This communication may occur through regional meetings or workshops, by e-mail, or written correspondence. The SDE will also provide technical assistance to subgrantees that may be having difficulty implementing a program.

### 3.B.5. OTHER

There are numerous other activities and tools that will be used to support the New Mexico REA program. A brief discussion of technology, teacher certification reform and tutorial assistance notification follows.

#### 3.B.5.a. TECHNOLOGY

The New Mexico REA project will use technology to provide technical assistance, program management, oversight and professional development. The primary means of technology use for the REA program will be the development of an REA web-site. The web-site will include the following:

- Background information on the purpose of the REA and the New Mexico Reading Initiative;
- Information on SBRR and professional development models;
- Bibliography of reading research books, articles, documents, etc. that include discussions of reading research and theory, reading assessments, and reading instructional practices;
- Links to sites relating to reading such as the National Institute for Literacy, U.S. Department of Education, NIFL, NAEYC, NICHD, ERIC, SWCC, CIERA, IRA, Regional Educational Laboratories, REA programs in other states, and any other relevant links;
- Frequently Asked Questions (FAQs) and responses;
- LRI subgrant RFP and guidance;
- TAS RFP and guidance;
- LEA school reporting mechanisms via the Internet;
- Calendars for training, workshops and conferences;
- Contact phone numbers, mailing addresses, e-mail addresses of REA support personnel;
- Listserves and chat rooms for teacher, administrator and community interaction; and
- Other appropriate information.

Other forms of technology use may include, when feasible and appropriate, video conferences, distance education programs, and public television announcements.

#### 3.B.5.b. TEACHER CERTIFICATION REFORM

The State Board of Education approved new competencies for teachers seeking a reading endorsement to their license were adopted April 1999. New competencies for regular elementary school teachers were adopted in March 2000. These competencies include what teachers must know and be able to do to ensure alignment with the New Mexico's Content Standards and



Benchmarks for reading and the national standards of the International Reading Association. These competencies are required of all teachers. A summary of some of the competencies as it relates to SBRR include:

- Is able to explain and model the various word recognition, vocabulary, and comprehension strategies used by fluent readers;
- Understands the relationship of phonemic, morphemic, and semantic syntactic systems of language to the reading process;
- Understanding the importance of using a balanced approach to the teaching of reading that integrates the full range of effective instructional strategies;
- Recognizes and appreciates the role and value of language, language diversity, and culture in the reading and learning processes.
- Has knowledge of developmentally appropriate practices that support emergent literacy, particularly of diverse learners;
- Provides flexible grouping based on students' instructional levels, rates of progress, interests, or instructional goals;
- Understands how assessment and grouping procedures can influence motivation and learning;
- Is knowledgeable about the New Mexico Standards of Excellence, including Goals for All Students, Educational Plan for Student Success, and the Content Standards with Benchmarks for K-12; and
- Uses strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

These new competencies will be used by New Mexico's institutions of higher education to establish curriculum for persons seeking an endorsement in reading. The SDE and the Reading and Literacy Partnership will convene a committee to review and approve university programs to ensure that colleges and universities are adequately addressing the competencies for recommendations to the Standards Commission. The SDE and the Commission on Higher Education are also joint recipients of a three-year Title II Teacher Quality Enhancement grant. A portion of the grant will be used to develop performance-based assessments in college and university teacher education programs with the areas of reading as one priority.

This effort in the reform of teacher certification in reading is a critical aspect of the New Mexico Reading Initiative. The Reading and Literacy Partnership, through its higher education representatives, will recommend and convene teacher training institutions to examine more systematic and comprehensive approaches to elementary-level teacher preparation.

### 3.B.5.c. TUTORIAL ASSISTANCE PROGRAM NOTIFICATION PROCESS

If the New Mexico REA is funded, a program notification system will be implemented through letters, e-mail, site visits, meetings, conferences, technical assistance providers, REA website, bidders' conferences, workshops, and other means of networking. Included in this communication effort will be notification of the Tutorial Assistance Program to eligible school districts and schools.



The SDE and the LEA will work cooperatively to ensure that parents are notified of tutoring options available. For non-English speaking parents, notification will be made in the native language through verbal or written methods. This notification will include tutoring services options for parents to select from including a school-based program and at least one non-LEA provider. In some instances, non-LEA providers may not be available due to the vast rural isolation of some school districts. This notification will also include information on the quality and effectiveness of the tutorial assistance offered by each approved provider. The LEA will be responsible for ensuring this notification in a timely manner based upon their timeline for implementation of tutoring programs. The LEA will be required to notify parents within 30 days of funding notification from the SDE.

### **3.C. STAFFING**

#### **3.C.1. STAFF ROLES AND RESPONSIBILITIES AND TIME COMMITMENT**

New Mexico will hire a full-time REA Director to manage, implement and oversee the entire REA program. The position will be housed within the School Improvement and Professional Services Division of the State Department of Education. This division includes the Title I, Title II, Title IV, Title XI and Goals 2000 federal programs. The REA Director will then be able to work in conjunction with each of these programs through sharing of resources and efforts. This will help create a seamless connection between the REA program and the existing programs serving schools in need of improvement. The REA Director will work in conjunction with each of these programs and as a member of the Reading and Literacy Partnership. The responsibilities of the REA Director include the following:

- Provide leadership in the administration and oversight of the REA program;
- Plan and coordinate statewide professional development activities and opportunities;
- Identify and coordinate training and technical service providers for the REA program;
- Collaborate with the New Mexico Reading Initiative and the Kindergarten Literacy Readiness Program;
- Collaborate with the SDE Assessment and Evaluation Unit to adopt a uniform reading assessment;
- Work collaboratively with SDE Directors and Program Coordinators of all other categorical programs and departments;
- Organize and facilitate SBRR conferences, technical assistance workshops, and meetings;
- Work collaboratively with the external REA evaluator;
- Coordinate and supervise all federal REA reporting requirements, LEA application and reporting requirements, subgrant monitoring requirements, and professional development activities; and
- Market and inform the public regarding the REA program.



The SDE expects to supplement its own training and technical services with highly qualified external providers. The responsibilities of the external providers shall include the following:

- Provide professional development for REA site facilitator cohort;
- Provide professional development for K-3 teachers at REA sites;
- Develop the REA Guidance document to include SBRR information, best practices, resources, and the RFP documents for LRI and TAS subgrants;
- Provide technical assistance to LEAs during each phase of the REA application process;
- Develop the REA web-site;
- Provide training and *New Mexico Reads Conferences*;
- Host regional bidders conferences; and
- Provide additional training as time and opportunities permit.

The SDE will engage services from a highly qualified external evaluator. The responsibilities of the external evaluator shall include the following:

- Receive, organize, review, and summarize REA schools' student reading performance data;
- Coordinate data collection strategies related to New Mexico REA goals;
- Visit sampling of classes to profile the implementation of the New Mexico REA program and SBRR comprehensive approach;
- Develop annual report for the REA program including school administrator reports, analysis of sampling of student work, quantification of SDE data regarding professional development provided to REA teachers and administrators, discussion of public relations efforts with parent, community and civic groups, and synthesis of the REA effort; and
- Provide recommendations for improvement.

### 3.C.2. QUALIFICATIONS OF KEY STAFF AND ORGANIZATIONS

The qualifications of the full-time REA Director, to be hired, are listed below:

- M.A. Required, Ed. D. or Ph.D. recommended;
- Knowledge of scientifically-based reading research required;
- Experience with literacy-based school reform or projects;
- Experience with School District administration and/or technical assistance to school sites;
- Experience in working with linguistically and culturally diverse populations;
- Experience in administration or supervisory position recommended;
- Knowledge of professional development for teachers required;
- Ability to work cooperatively and collectively with multiple entities; and
- Classroom teaching experience recommended;



The qualifications of the external technical assistance providers shall include the following:

- Experience and expertise with planning and implementing quality teacher professional development activities;
- Expertise and experience with scientifically-based reading research;
- Expertise and experience with English language learners;
- Experience with New Mexico school districts and linguistically and culturally diverse populations;
- Experience in application of technology to support the REA program;
- Experience in preparing training materials and related documents;
- Experience and expertise with reading assessment;
- Knowledgeable about adult learning; and
- Capabilities and willingness to provide technical assistance statewide.

The qualification of the external evaluator shall include the following:

- M.A. required; Ed. D. or Ph. D. preferred;
- Experience and expertise in evaluation, research, and statistics;
- Experience and expertise with SBRR, current assessment instruments and practices, and related instructional practices;
- Familiarity with New Mexico content standards and benchmarks and curriculum alignment;
- Knowledge of New Mexico school districts including special populations needs with minimum of 3 years teaching experience in the state;
- Understanding of cultural and linguistic issues related to reading development for New Mexico Hispanic and Native American students;
- Experience evaluating student progress and performance data;
- Experience working with state and federal programs; and
- Experience in evaluating school programs.

## **SECTION 4. LOCAL DISTRICT/SCHOOL INTERVENTIONS UNDER LOCAL READING IMPROVEMENT SUBGRANTS**

### **4.A. OVERVIEW – EXPECTATIONS, INSTRUCTIONAL CHANGES AND DATA GATHERING**

The purpose of the New Mexico REA program is to improve reading for children in high poverty schools and in schools needing improvement by supporting research-based reading instruction and tutoring. Specifically, over time, we aim to have every child reading at grade level by the end of third grade. We want to increase the knowledge and use of SBRR and quality professional development so that LEAs build their capacity to create change which ultimately leads to improved student performance. We have learned from experience and networking with Utah and Texas that success is possible through extensive teacher professional development and uniform, appropriate methods of assessment. **This process will ensure the adoption and application of SBRR and effective instructional decision-making by teachers.** By increasing





the LEAs' knowledge of reading research, they are better able to initiate, implement, and institutionalize a comprehensive and balanced reading program. This will eliminate the possibility of uninformed decisions to purchase commercially available programs and products prematurely that may not meet the needs of a comprehensive and balanced reading program. It is safe to state at this time no one commercially available program is inclusive of a comprehensive reading program.

Schools must be ready to implement comprehensive reform in early literacy or expand an existing program to receive REA funding. Our intent is to fund schools that are ready and capable. The New Mexico REA program will be the leading effort of the New Mexico Reading Initiative.

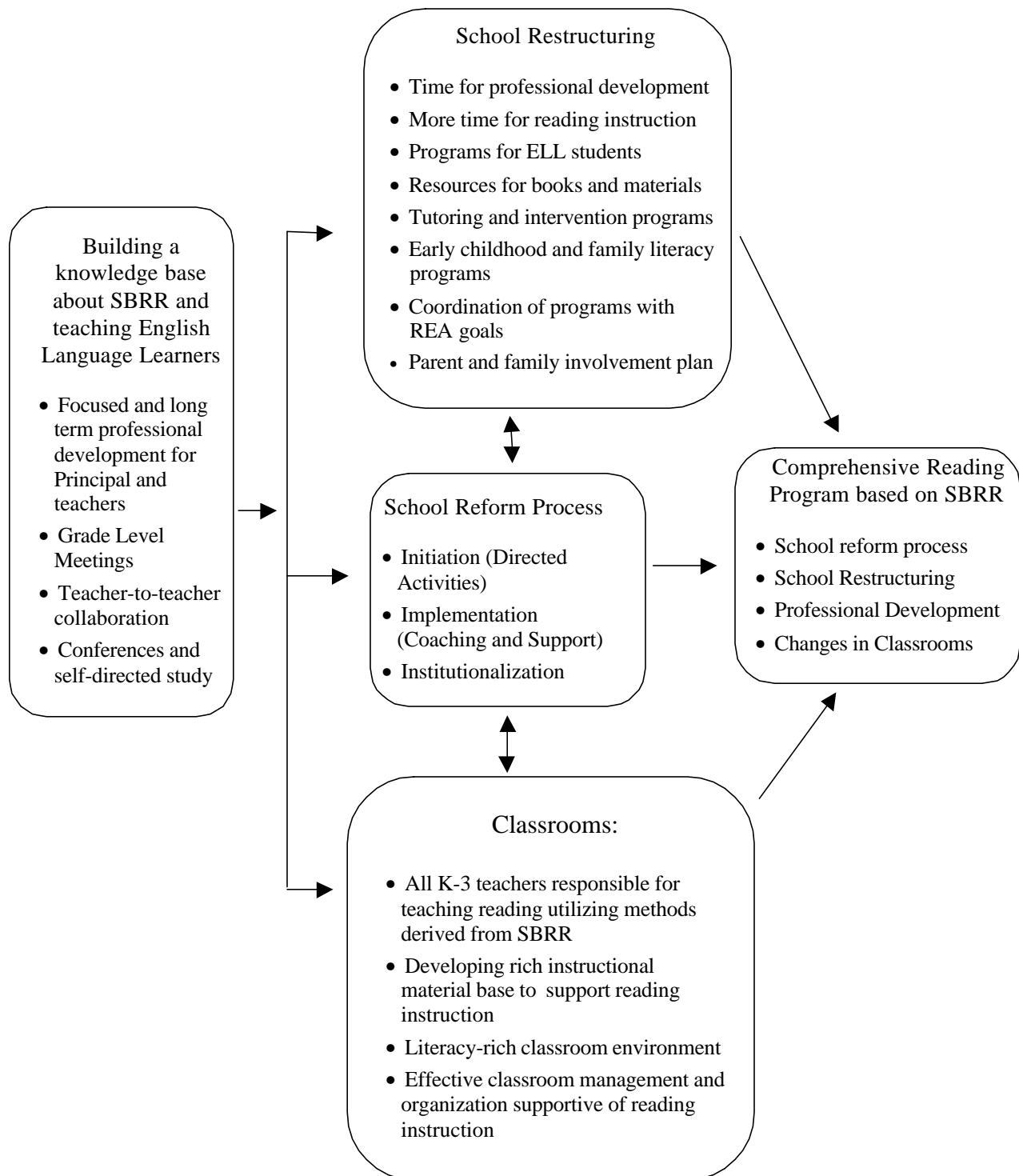
As schools begin this process, the SDE will require data that reflects changes made in the classroom. These data should document:

- The application of SBRR instructional practices and assessments in every K, 1, 2, and 3 REA site schools;
- Schedule changes that accommodate *uninterrupted* literacy blocks for reading instruction;
- Schedule changes that accommodate grade level meetings;
- School literacy or leadership team meetings that document the school's decision-making process in developing a reading program;
- Creation of REA site facilitator position;
- Adequate supplies of books and reading material for classrooms;
- Implementation of an early effective intervention program with opportunities for extended learning;
- Implementation of programs for early childhood and Kindergarten transition;
- Implementation of an effective Family Literacy program;
- Implementation of parent and family involvement activities in support of REA goals; and
- A professional development plan focused on early literacy.



The following diagram is a comprehensive framework for local district and school REA programs.

## REA SCHOOL PROCESS DIAGRAM



#### 4.B. READING INSTRUCTION

In New Mexico, the elements of a comprehensive reading program should include the following components:

- **Phonemic Awareness** (*ability to attend to and manipulate the sounds in language*)  
Use games that emphasize rhymes, alliteration, initial, middle, and final sounds, as well as syllable counting.
- **Print Knowledge** (*cognizance of print, what print is for, how print functions, organization of print, and the format of print*)  
Use Reading aloud to children, Shared Reading, Language Experience, and environmental print to enhance knowledge about concepts of print and book organization.
- **Alphabet Knowledge and Alphabetic Principle** (*knowledge of alphabet names, shapes, and letter/sound relationships*)  
Use Shared and Independent Reading and Writing, Language Experience, environmental print and interactive games to enhance knowledge about the alphabet (upper and lower case, letter/sound mapping, and alphabetic order). Systematic phonics instruction.
- **Fluency/ Automaticity** (*ability to read smoothly and at a normal rate without word recognition difficulties. This will depend on the quick, sure recognition of words without the need for detailed analysis.*)  
Use Shared Reading (choral, echo, and cloze), Guided Reading, Buddy Reading, and Independent reading. Use decoding and spelling activities to promote sure recognition of words without need for detailed analysis.
- **Vocabulary Development** (*ability to make connections, study essential attributes, categorize, analyze, and compare features of terms and concepts.*)  
Ensure that Sustained Silent Reading is an integral part of reading program to promote wide and extensive reading. Also, specific instruction in strategic methods for word learning and building word consciousness.
- **Comprehension Strategies** (*strategies to access, understand, organize, and relate to text information*)  
Use Shared Reading and Guided Reading, Shared Writing, and comprehension strategy instruction such as Reciprocal Teaching and using graphic organizers to enhance students' ability to focus on, discuss, summarize, relate to, make connections and use what they have read. Provide reading and writing connections across the curricula.
- **Knowledge of Orthography of Language** (*knowledge of spelling patterns, morphology, sight words*)  
Use Shared Reading, Language Experience, Shared Writing, Independent Writing, and interactive games to enhance students' decoding and spelling fluency.



- **Reading Practice to promote reading engagement as well as build fluency, comprehension, and vocabulary** (*wide and extensive reading to promote fluency, comprehension, vocabulary and promote a lifelong engagement with reading*)  
Use Guided Reading, Sustained Independent Reading, and Paired Reading to engage students in reading practice.

The following section discusses the four objectives outlined in the REA Guidance:

- Professional development and materials for grades K-3
- Instruction for English language learners
- Instruction for children at risk of being referred inappropriately to special education
- Teacher assessments to inform instruction.

### **Professional Development and Materials**

High quality professional development and materials for instruction must support classroom practice in order to develop a comprehensive reading program. Professional development is intensive, sustained, and comprehensive and will include all K-3 teachers and the principal at each REA school site. Professional development is the critical piece for a successful REA program.

Every classroom should have a generous supply (at least five books per child) of books for pleasure reading and wide reading. Teachers should make sure that the library contains big books, books at various levels of difficulty, a wide selection of genre, and books that mirror the various cultural and family backgrounds of their students. In addition, big book stands, easels, pointers, overhead projectors and overheads, large paper that can be used in Language Experience and Shared Writing, Literacy type manipulatives, tape recorders, and listening centers are all necessary in a literacy rich classroom. Students will need many types of writing materials and art supplies in order to respond to reading.

Schools should develop an instructional library containing literature about current research findings and instructional practices in early literacy for use by school staff, parents and administrators. This library should contain material (literacy type manipulatives, charts, illustrated alphabets) that will aid in the instruction of phonemic awareness, the alphabetic principle, and phonics. This could also be in the form of books and tapes that focus on rhyme, alliteration, and letter sounds and simple stories. In addition to these materials, the school should build a library of leveled books that teachers can use to match instruction to assessment. Leveled books should contain a variety of text including patterned, decodable, and unstructured text. Again, a wide representation of genre and books that mirror the various cultural and family backgrounds of their students should be included. The leveled bookroom can also house the assessment tools that are used regularly by classroom teachers.



## Instruction for English Language Learners

With the high number of ELL students in New Mexico, appropriate instruction becomes vital to success. Preventing Reading Difficulties in Young Children recommends “if language-minority children arrive at school with no proficiency in English but speaking a language for which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught how to read in their native language while acquiring proficiency in English and subsequently taught to extend their skills to reading in English.” The same essential reading acquisition skills identified in the research that apply to teaching reading in English also apply to teaching reading in Spanish. There is only one aspect that is different in teaching reading in English and teaching reading in Spanish. Teachers use the *onset and rime* to teach vowel sounds and initial word patterns in English. Teachers use the *syllable* to teach sounds and initial word patterns in Spanish.

### **Ideally ELL students in New Mexico will first learn to read in their native language.**

Currently a number of schools with qualified teacher and appropriate materials are models for this type of instruction. To the extent possible, REA school sites will be encouraged to model these programs for ELL students. In schools that are not able to provide these services adequately, the SDE will require professional development in instruction for ELL students. Educational researcher Steven Krashen has discovered that to acquire a second language is dependent upon the raw data or input that the brain will process in order to produce language. This raw data must be in a form that makes sense to the learner. Krashen refers to this as “comprehensible input”, where second language learners need understandable linguistic input so they can make sense of the language. Comprehensible input can be described as follows:

- Providing contextual clues – providing situations, activities, and pictures that students can refer to;
- Providing paralinguistic clues – gestures, facial expressions, etc.;
- Balancing a relationship between language known and unknown;
- Linguistic modifications – intonation, repetition, and clear articulation; and
- Using student’s knowledge of a particular subject.

Therefore, a sheltered English instructional approach can be used to make instruction in English understandable to students learning English. To this end, schools and teachers need to be trained in instruction to ELL students. As part of the professional development plan, eligible LEAs will need to take this into account when applying for REA funding.

These basic, sound instructional practices are especially important in guiding instruction for ELL and special education students:

- Emphasize the essential skills required for reading acquisition identified in SBRR;
- Provide comprehensible input and interactive activities. This would include providing text accompanied by illustrations and pictures. It would include whole group activities such as Shared Reading and Interactive Writing that ensure safe environment in which to interact, small group



settings such as guided reading that allow for adjusting speech and lesson speed so students can negotiate meaning, and collaborative groups that allow for interaction between an English language learner and a competent English speaker;

- Use total physical response. This would include activities and demonstrations linked to specific, concrete behaviors;
- Choose text carefully. This would include patterned, decodable, and redundant text, text accompanied by supporting illustrations, and text carefully matched to student's reading level;
- Be conscious of Cambourn's theory of *Conditions for Learning* when teaching. This includes providing a risk-free environment, having high expectations for all children, demonstrating and sharing of the reading and writing processes, providing time for independent practice of the reading and writing processes, allowing for approximation, being conscious of using of discourse, providing opportunities for repeated readings of text;
- Teach within the student's *Zone of Proximal Development*. This includes assessing regularly with appropriate assessments and then providing developmentally appropriate activities that support the reader but provide enough tension for growth;

### **Instruction for children at risk of being referred inappropriately to special education**

Ironically, effective intervention begins with a strong school-wide orientation to teaching reading by all teachers. When all teachers take responsibility for effective reading instruction of all students, the risks of reading failure have already begun to be reduced. Yet, there is no question among current researchers that early intervention is a must. Research confirms the long term effects of early intervention include fewer referrals for Special Education, less retention, lower drop out rates and even higher employment rates as young adults (Bryant and Ramsey, 1987; Karweit, 1989; Scot and James, 1992). Carter (1984) warns of the dangers of cumulative deficits.

Therefore, schools must relentlessly pursue ambitious reading goals for all children and be prepared to provide effective intervention to those who are failing to achieve them as early as possible. To this end, an easy to administer assessment process needs to be implemented to identify the children at risk. Many states across the nation are implementing statewide early literacy assessments. Some include the observational survey developed by Marie Clay (1993), the Developmental Reading Assessment by Joetta Beaver (1997), and others to assess essential reading skills identified in SBRR. These early literacy assessments require teachers to be trained on their administration and relationship to early reading acquisition skills.

NICHD studies show the importance of early identification and intervention. Kame'enui and Simmons (1998) have developed a school-wide intervention model (SIM) specifically for kindergarten through grade three that links assessment and instructional strategies steeped in SBRR. This model includes consideration of the school as a context for the intervention. Several researchers (Pearson & Tierney, 1984; Shanahan, 1990) give clear information as to the



reciprocity of reading and writing. Both are constructive processes that, when taught together, improve achievement. Combining reading and writing in comprehensive intervention will lead to outcomes that are not attributable to either process in isolation.

The hallmarks of a good early intervention program include:

- Assessment playing a guiding role throughout the intervention;
- Ambitious instructional goals;
- Accelerated, rigorous and focused instruction in essential reading skills identified in SBRR;
- A minimum of twenty minutes per day above and beyond regular classroom instruction in reading and writing;
- One-to-one structured tutoring and/or effective small group instruction;
- Extended school day, week, or year options; and
- Possible levels of intervention (Shin, 1997) based on the assessed learning needs of children unable to reach benchmark performance with regular classroom instruction.

This type of Early Literacy Intervention can only occur through strong staff development on the current research, which will provide teachers and tutors with a knowledge base of the reading process. It makes sense that children assessed as behind in literacy development should be taught by those most highly trained in the process of reading and writing. The National Reading Panel (2000) found that teachers must understand how children learn to read and write and why some children have difficulty. Teachers committed to reading acquisition by every single student become professional decision-makers, who assess progress regularly, know what the research says about the skills students need in order to read, and intervene swiftly when needed with specific instructional plans.

### **Teacher Assessments to Inform Instruction**

The New Mexico REA Program, Reading Initiative, and Kindergarten Literacy Readiness Program will play a part in the development of a uniform reading assessment for grades K-3. This assessment will report results that explain what students know and are able to do when confronted with a reading or writing task in a manner that communicates to parents and others in the lay public. Our first considerations in developing these assessment are reliability and validity. Specific reading acquisition skills to be assessed include, but are not limited to, the following:

#### **1. Book knowledge**

- knows orientation of book
- knows front and back of a book
- can point to the title
- can identify a title page
- knows author and what an author does
- can point to an illustration and knows what an illustrator does
- knows print or pictures carry the message





and in early fluent and fluent readers,

- knows table of contents and how to use it
- knows glossary and how to use it
- knows index and how to use it

## **2. Concepts about print**

- knows print goes from left to right
- knows print goes from top to bottom
- knows concept of a sentence
- knows concept of a word
- knows concept of a letter
- knows function of punctuation marks  
(period, comma, question mark, exclamation point, quotation marks)
- knows the relationship between punctuation marks and intonation in reading
- knows *function* of print (boldface, italic, bullets, parenthesis)

## **3. Nature of book language**

- understands book language (“he replied”)
- understands the vocabulary and structure of language used in print  
(“With a loud voice the giant said hello.”)
- understands dialect patterns that may differ from the child’s own

## **4. Phonemic awareness ( ability to detect and manipulate sounds in *spoken language* is best developed with rhymes, chants and games)**

- hears rhyming words in spoken language
- matches rhyming words in spoken language
- identifies initial sounds in spoken language
- identifies final sounds in spoken language
- orally blends sounds to form a word using the onset and rime
- orally *sounds through* individual sounds in spoken words
- analyzes words into separate syllables
- synthesizes words from a string of separate syllables
- substitutes sounds to create new words ( s-at to c-at)

## **5. Alphabet Knowledge/Alphabetic Principle/Phonics**

- identifies letters
  - knows letter/sound relationships (individual letters and letter clusters)
  - is familiar with common onsets and rimes
  - attaches sounds to groups of letter patterns
  - knows common prefixes and suffixes
- Early Fluent and Fluent Readers:
- Recognizes and uses common Latin and Greek roots and bases
  - Develops increasing knowledge of prefixes and suffixes



## **6. Fluency/Automaticity**

- reads words without detailed analysis
- reads smoothly and at a normal rate
- reads without word recognition difficulties
- reads with correct intonation
- acknowledges punctuation while reading, using the correct intonation

## **7. Sight vocabulary**

- develops a store of key words (words that have personal meaning such as the child's name)
- develops store of high frequency words
- develops store of function words (for example: these, this, with, which)
- develops ability to recognize more and more content vocabulary words within a context

## **8. Word attack skills**

- uses prior knowledge and context to predict words
- uses the three cueing systems (meaning, syntax, and graphophonic) to predict words
- uses self monitoring behaviors of rereading and cross checking to clarify accuracy
- self corrects
- uses knowledge of common onset and rimes to decode unknown words
- confirms reading of a word by looking at its parts
- uses the meaningful parts in a word to determine its meaning
- uses knowledge of word patterns to decode unknown words

## **9. Comprehension**

- previews reading selection to evoke background knowledge
- builds background knowledge by forming questions about the reading selection and the vocabulary
- builds background knowledge based on the genre and text structure of the reading selection
- sets purposes for reading
- checks understanding by paraphrasing (rewording) author's words
- monitors comprehension by imaging or imagining
- adjusts reading rate to purposes and difficulty of text
- monitors comprehension through knowledge of text structure
- monitors comprehension through making inferences and predicting
- constructs new meaning through clarifying vocabulary words or ideas
- integrates new concepts with old concepts, continually revising purposes for reading
- summarizes plot of story or main ideas of text
- distinguishes between fact and fantasy or opinion



- interacts with other readers and discusses reading in a social context (story events or information and concepts of expository text)
- explores the meanings of metaphorical and figurative language
- relates text to personal life
- makes judgments about the ideas in expository text or story
- applies ideas in text to unique situations
- extends ideas to broader perspective

## 10. Grammar and text structure in reading

- develops awareness of grammatical markers that signal reference and relationships (for example, pronouns, prepositions, coordinating and subordinating conjunctions)
- understands the structure of predictable texts
- understands basic story structure (beginning, middle, end)
- understands the structures of particular genres
- recognizes text markers that alert the reader to particular structures (cause/effect, sequence, comparison, contrast)

## 11. Genre

- experiences and responds to all genre
 

✓ songs	✓ poetry	✓ chants and rhymes
✓ predictable stories	✓ folk tales	✓ fables
✓ myths	✓ fiction	✓ biography
✓ informational text	✓ reference material	✓ correspondence
✓ functional text	✓ original creative writing	✓ culturally appropriate literature

Performance indicators for grades K-3 from New Mexico's reading and language arts content standards will guide teachers' evaluation of assessment results. A comprehensive reading program at its best involves instructional decision-making based on assessment. The teacher makes thoughtful choices each day about the best way to help every child become a better reader and writer. Teachers select and focus instruction for each child utilizing informed knowledge of her or his developmental status with regard to specific skills and, importantly, what the next instructional steps ought to be. Table 6 displays methods of assessment that can be used in the classroom.



Table 6. Classroom Assessments

Classroom Assessments			
Decoding & Spelling Fluency	Writing	Comprehension	Sustained Independent Reading
Reading Inventories (English & Spanish) <ul style="list-style-type: none"> <li>• Phonemic awareness test</li> <li>• Letter knowledge inventory</li> <li>• Sight word inventories</li> <li>• Fluency scales (rate, intonation, &amp; accuracy)</li> <li>• Decoding inventory</li> <li>• Dynamic Indicators of Basic Early Literacy Skills</li> </ul> Word and sentence dictation  Observation of draft writing (mechanics) with rubrics	Literacy Folders  Observation of first draft writing (content) with rubrics	Running Records  Informal Reading Inventories <ul style="list-style-type: none"> <li>• English &amp; Spanish</li> </ul> Commercial comprehensive reading assessment tools  <ul style="list-style-type: none"> <li>• English, Spanish and Navajo</li> </ul>	Running Records  Fluency scales  Retelling  Book logs

### Goals of the LRI subgrant interventions

To be successful, LRI interventions must involve everyone - teachers, parents, community leaders, teacher educators, administrators, and others. The reform process begins with awareness and initiation followed by professional development and implementation. Finally, interventions become institutionalized and the progress of students from pre-K through 3<sup>rd</sup> grade is continuously monitored. Tables 7-11 outline LRI objectives, activities and outcomes as they relate to the goals of the REA.



Table 7. Goal 1 - To build a knowledge base about scientifically-based reading research (SBRR) among all K-3 teachers and develop skills for teaching reading to English Language Learners (ELL).

Objectives	Activities	Outcomes
<ul style="list-style-type: none"> <li>Professional Development</li> <li>Teaching strategies for ELL students</li> <li>Instruction guided by assessment</li> </ul>	<ul style="list-style-type: none"> <li>SDE sponsored regional awareness seminars for REA site facilitators and administrators</li> <li>Continuous professional development on SBRR instructional strategies</li> <li>SBRR conferences</li> <li>External technical assistance</li> <li>REA Web-site</li> </ul>	<ul style="list-style-type: none"> <li>Use of SBRR instructional practices in all K-3 classrooms at REA sites</li> </ul>

Table 8. Goal 2 - To improve student readiness skills to learn reading once they enter school through parent education, community involvement, marketing, and activities that encourage and enhance literacy experiences in young children.

Objectives	Activities	Outcomes
<ul style="list-style-type: none"> <li>Parent, family, and community awareness and training to support early literacy</li> <li>Increase participation in early literacy and Family Literacy programs</li> <li>Parents and family training to support reading at home</li> </ul>	<ul style="list-style-type: none"> <li>SDE early childhood literacy seminars and technical assistance</li> <li>Goals 2000 sponsored Parent and Family Involvement regional training</li> <li>Engage NM Coalition for Literacy in establishing and supporting local family literacy programs and activities</li> <li>School level awareness and involvement campaigns in support of REA intervention programs</li> <li>State and local public service announcements and press releases</li> <li>Provide training, announcements, and materials in native languages where needed</li> </ul>	<ul style="list-style-type: none"> <li>Increased percentage of K-1 students achieving proficient or higher on early reading assessments</li> <li>Decreased number of students retained or referred for Special Education testing or services</li> <li>Increased participation by parents and family members in family literacy, early childhood or parent training programs</li> </ul>



Table 9. Goal 3 - To increase student achievement by developing a comprehensive reading program and using instructional practices grounded in SBRR so that every child is a proficient reader by the end of third grade.

Objectives	Activities	Outcomes
<ul style="list-style-type: none"> <li>All students read at or above grade level by the end of grade three</li> </ul>	<ul style="list-style-type: none"> <li>SDE , district, IHE, or other training and professional development</li> <li>SBRR training for teachers, principals, tutors, and assistants</li> <li>Training for reading and/or curriculum leaders or specialists</li> <li>Restructuring to support a REA intervention program</li> <li>Training and use of reading assessments by all teachers</li> <li>Collaboration with regional teacher training institutions to encourage alignment of reading pre-service curriculum with REA program</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of students reading at each grade level through grade three</li> <li>Implementation of REA program intervention</li> <li>On-going assessment and program evaluations</li> </ul>

Table 10. Goal 4 - To provide systematic early intervention programs for children experiencing reading difficulties, thus preventing inappropriate referral to special education.

Objectives	Activities	Outcomes
<ul style="list-style-type: none"> <li>Decrease number of students retained or referred to Special Education</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of essential skills required for reading acquisition</li> <li>Quick and effective intervention instruction for students who need it</li> <li>Extended time for instruction in tutoring or small group sessions</li> <li>Training for teachers and tutors in effective application of SBRR strategies in intervention learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in number of grade retention on special education students</li> <li>Decrease in number of student referrals to Special Education</li> </ul>



Table 11. Goal 5 - To increase the quality and number of Family Literacy programs with strong parental and community involvement.

Objectives	Activities	Outcomes
<ul style="list-style-type: none"> <li>▪ Increase the number and quality of Family Literacy programs available in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborate with the NM Coalition for Literacy, Title I, Even Start, Title VII, Title IX, and Special Education programs and parent groups to create coordinated, effective literacy, reading, and learning opportunities throughout the community</li> <li>▪ Support national, statewide, tribal, and local community literacy and reading initiatives and programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the overall literacy level of the community</li> <li>▪ Increase collaboration and coordination between various literacy and parental involvement initiatives and programs</li> </ul>

#### 4.C. SUPPORTING ACTIVITIES

To ensure a comprehensive and balanced reading program, LEAs will integrate existing or proposed supporting activities into their LRI program plans. Some of the supporting activities may include extended learning programs, Kindergarten transition, Family Literacy, use of technology, and coordination with related programs. A short discussion how these activities may support the overall REA program follows in the next five sections.

##### 4.C.1. EXTENDED LEARNING

Extended Learning activities may include summer programs, tutoring programs and/or extended instructional time during the school year. The SDE will provide support to LEAs in establishing or expanding extended learning opportunities for students. The LEAs shall attempt to incorporate some of the following activities:

- Provide extended instructional time during the school year for before school, after school, weekend programs or summer programs to enhance student achievement in reading;
- Work with community-based organizations and tutorial assistance providers to build appropriate tutoring programs especially for student having difficulties reading;
- Recruit volunteers and provide professional developing in SBRR principles to these volunteers who work with children;
- Work with local libraries and literacy providers as an extended service and opportunity for students to learn to read;
- Work with early childhood providers, community centers, religious organizations, and others to create a network of support;





- Provide support and technical assistance to students who are English language learners; and
- Any other appropriate extended learning opportunities that meet the needs of students.

#### 4.C.2. KINDERGARTEN TRANSITION

Having students prepared and excited about learning to read as they enter school is the critical first step in creating a system where students will have an opportunity to excel. The transition from Kindergarten to first grade is a difficult one for some students. New Mexico now has methods for making sure that all students are ready to read as they enter first grade. By working with the Even Start program and the recently funded full-day Kindergarten Literacy Readiness Program, more New Mexico students will be better prepared as they enter first grade. The REA program also motivates LEAs to work with parents, community-based organization, family literacy providers and others to make sure students are motivated to read. The LEAs, in their comprehensive planning process, shall include some of the following activities regarding transitional issues:

- Identify students (before Kindergarten) who are having difficulties with early reading by working with parents, early childhood providers, and community organizations;
- Ensure intervention programs are available for struggling students as early as Kindergarten;
- Work with early childhood providers by providing professional development, materials, and related information around SBRR strategies for young children;
- Ensure regularly scheduled meetings and communication with early childhood providers to create a seamless system of student services;
- Maintain constant communication to have a continuous support system for early literacy activities; and
- Providing support and services to English language learners, teachers, parents, and early childhood representatives.

#### 4.C.3. FAMILY LITERACY

The New Mexico Coalition for Literacy and the Even Start program are the most significant family literacy providers. As discussed in the application overview, LEAs will be required to incorporate family literacy into their comprehensive reading program. Often times, family literacy is considered as an “after thought” or “add on.” As the REA is structured the Even Start Program and the Coalition can support LEAs in developing or expanding their family literacy programs. The New Mexico REA program will help to ensure the following:

- Provide increased materials and resources regarding literacy development especially as it pertains to family literacy;
- Professional development to teachers, parents, volunteers, tutors, and community-based organizations regarding family literacy and SBRR techniques;



- Foster communication among various organizations that support family literacy activities and schools to build a stronger reading community;
- Increased family literacy activities including parent and child interactive activities, early childhood education, adult literacy, and parenting education; and
- Coordination with local libraries and reading programs that provide access to engaging reading materials.

The expected services will vary among schools and school districts based upon their student needs. The services under this portion of the REA program will not only involve K-3 students but it will also involve adults including parents, volunteers, tutors, and older students working with younger students.

#### 4.C.4. USE OF TECHNOLOGY TO SUPPORT LOCAL PROFESSIONAL DEVELOPMENT AND INSTRUCTION

Technology can be a valuable tool for providing resources, professional development, communication, and instruction. The primary use of technology by the SDE under the REA program is an Internet web-site. The REA website will be home to resources such as information on SBRR and professional development models, ELL information, hotlinks to appropriate sites, contact information, LRI and TAS application and support materials, bibliographies of selected literacy development resources, calendars of events, and related information. Technology can also be used by all REA stakeholders to use e-mail list-serves for on-going professional development, communication, sharing of ideas and experiences, and dissemination of information.

LEAs may choose to integrate computer-aided instruction as an element in their comprehensive reading program or interventions. However, such computer programs should not be substituted for hands-on instruction nor be viewed as the entire comprehensive reading program.

Other forms of technology use may include video conferences and public access television for professional development, marketing, communication, and meetings. New Mexico has the capabilities to provide this service statewide which may be more cost effective than convening individuals at one location. The SDE has experimented with the delivery of professional development via distance learning technology to disseminate information on standards and benchmarks.

#### 4.C.5. COORDINATION WITH RELATED PROGRAMS

As discussed throughout the proposal, the REA program will be coordinated with the Kindergarten Literacy Readiness Program, the New Mexico Reading Initiative, and existing categorical programs. Local REA sites can further coordinate with are the 21<sup>st</sup> Century Community Learning Center program, university teacher preparation programs, Service Learning programs, tribal initiatives, and rural education programs where available. The 21<sup>st</sup> Century Community Learning Center programs have funded some of our eligible school districts and can use the extended learning times for reading activities. Universities can place student teachers at schools implementing SBRR programs. The REA program can also work with service learning programs in New Mexico especially AmeriCorps and Job Corps.



## **SECTION 5. LOCAL DISTRICT ACTIVITIES UNDER TUTORIAL ASSISTANCE SUBGRANTS**

### **5.A. OVERVIEW – WHAT IS EXPECTED OF LEAS?**

As defined in the statute, LEAs eligible for funding under the Tutorial Assistance Subgrants (TAS) include:

- LEAs that have at least one school in an area designated as an empowerment zone or an area designated as an enterprise community;
- LEAs that have at least one school that is identified for Title I school improvement;
- LEAs with the largest, or second largest, number of children who are in poverty; or
- LEAs with the highest, or second highest, school-age poverty rate.

LEAs will be required to issue a public notice of the availability of the Tutorial Assistance Subgrant to potential providers of tutorial assistance operating in and parents residing in the LEA's jurisdiction. The New Mexico Coalition for Literacy, the SDE, and others will be able to identify the service providers in the eligible LEAs' jurisdictions. Funds under the TAS portion of the REA program will be used for the provision of tutorial assistance before school, after school, on weekends, or during the summer for children having difficulty reading.

The LEA will develop a method of payment directly to selected tutorial assistance providers. This will include a contract, consistent with State and local law, between the provider and the LEA. The LEA will ensure oversight, program quality, parent and child confidentiality, and evaluation. The LEA will also ensure that these tutorial assistance providers are able to provide services in the students native language such as Spanish or have been trained in ELL instructional methodologies. The SDE will provide technical assistance as required to the eligible LEAs.

### **5.B. CRITERIA FOR DETERMINING ELIGIBILITY OF TUTORIAL ASSISTANCE PROVIDERS**

Tutorial assistance programs and providers must provide services based on scientifically-based reading research. The LEA will describe criteria used for selection of tutorial assistance providers in reading. The LEA will develop a selection process for providing tutorial assistance that limits the provision of assistance to children identified by the school the child attends as having difficulty reading. Again, the SDE, the New Mexico Coalition for Literacy, the CESDP, and others will help the eligible LEAs to determine which tutorial assistance providers are appropriate.

Tutorial assistance providers and programs must demonstrate their capabilities to the LEA it is intending to work with. The criteria for selecting tutorial assistance providers and programs will be uniform and, at a minimum, include the following:



- A record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3<sup>rd</sup> grade, and early childhood literacy, as appropriate;
- Location in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance;
- The ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on SBRR and consistent with the reading instructional methods and content used by the school the child attends; and
- The ability to provide tutoring in the student's native language when possible and/or the ability to provide tutoring using instructional practices for ELL children based upon research.

### **5.C. ORGANIZING MULTIPLE PROVIDERS AND MONITORING THEIR SERVICES**

The REA program motivates the cooperation between schools and tutorial assistance providers. The fidelity of a high quality tutorial assistance program must also be secured. Therefore, through a well-planned TAS proposal, LEAs will be able to demonstrate a tutorial assistance program that is based upon scientifically-based reading research. There are three enterprise communities in New Mexico that include 25 schools within the designated boundaries. Some of these schools are also Title I schools in need of improvement. These eligible schools are also listed in Appendix B.

### **5.D. PROCESS FOR SELECTING CHILDREN**

The process for selecting children must be determined by giving priority to children most in need, as determined through assessments. Both teachers and parents will convene to determine the best tutorial services to be provided to those students who are experiencing difficulties in reading. When there are too many children identified in need of services, a random selection of children equally in need may be the best approach.

### **5.E. KEEPING PARENTS INFORMED**

The LEAs will stipulate to the subcontractors providing tutorial services that they must maintain records and produce reports regarding student performance and growth. The LEAs, in partnership with the tutorial assistance provider, will meet regularly with parents to discuss each student's progress with the students' respective parents and/or guardians. These face-to-face meetings must occur minimally monthly, preferably bi-weekly or weekly. In addition to these meetings, the tutorial assistance provider and the LEA will keep parents informed through written correspondence, phone calls, e-mail (where possible), and any other appropriate methods.

### **5.F. ENSURING PARTICIPANT CONFIDENTIALITY AND PRIVACY FOR FAMILIES**

Through the LEA subcontract with the tutorial assistance provider, it will contain an agreement by the provider that information regarding the identity of any child eligible for, or enrolled in the



program, will not be publicly disclosed without the permission of a parent of the child. This agreement will also ensure that the provider may not disclose the name of any child who may be eligible for tutorial assistance, the name of any parent of such a child, or any other personally identifiable information about such a parent or child, to any other tutorial assistance provider without the written consent of such parent.

#### **5.G. OVERSIGHT AND MONITORING/ADMINISTRATION**

The LEA shall be the primary oversight body of the tutorial assistance providers. The SDE will be available for technical assistance and support in the monitoring and administration of the TAS program. Through the LEA subcontracts with the tutorial assistance providers or programs, it shall contain the following to assist in the oversight responsibility and requirements:

- Specific goals and timetables with respect to the performance of the tutorial assistance provider;
- Reporting requirements to the LEA on the provider's performance in meeting such goals and timetables;
- Specific measurement techniques that will be used to evaluate the performance of the provider;
- Requirements of the provider to meet all applicable Federal, state, and local health, safety, and civil rights laws;
- Assurances that the provider's services are consistent with reading instruction and content used by the LEA;
- Agreement terms with respect to the provider's purchase and maintenance of adequate general liability insurance; and
- Provisions with respect to the making of payments to the provider by the LEA.

The SDE will strongly emphasize selecting external providers based upon the above criteria while emphasizing the tutoring as strong intervention programs that are based upon scientifically-based research. The SDE will support LEAs in oversight of the performance of these tutorial assistance providers to ensure their fidelity to SBRR and meeting the needs of the particular schools.

### **SECTION 6. EVALUATION AND PERFORMANCE MEASUREMENT, PLANNED CONTRACT**

#### **6.A. EVALUATION DESIGN FOR OUTCOMES AND IMPLEMENTATION EVALUATION**

An external evaluator will perform the REA Program Evaluation. The purpose of the evaluation design is to assess the overall effectiveness of the New Mexico REA program as it relates to accomplishing the primary mission of improving reading achievement at the K-3 elementary levels for children in the greatest need. In addition to focusing on achievement, the evaluation will also assess the effectiveness of the implementation of the REA program in New Mexico. On a regular basis, the external evaluator will be responsible for assessing and evaluating state and local education agencies in meeting the goals of the New Mexico REA program.



In the absence of definitive information concerning the ultimate nature of the set of schools to be funded under the LRI and TAS subgrants, certain assumptions will be made concerning the number of schools and specific characteristics. The key evaluation measurement for the project relates to the measurement of student achievement. Specific school districts and schools may elect to implement different comprehensive reading programs but the goals are the same for all REA sites. The evaluation must produce reliable and valid quantitative and qualitative data regarding students, teachers, family literacy programs, tutors, and schools. The evaluation must also include objective performance measures that are clearly related to the outcomes of the project.

New Mexico is currently developing a K-3 uniform reading assessment. This new uniform assessment system will facilitate a valid and reliable evaluation of the REA program. REA sites will pilot test New Mexico's this early reading assessment. While some baseline data will be gathered during the first year of REA implementation, the primary evaluation activities will occur the last two years of the program after schools have begun to fully implement their comprehensive reading program.

Table 12 displays a summary of instruments, processes and outcomes that will be employed in the evaluation. The evaluation design will concentrate on student achievement for K-3, family literacy, and overall implementation of the REA program.



Table 12. Evaluation Design Considerations

Evaluation Instruments	Purpose	Development Status	Developer	Administration Schedule
NM Kindergarten Reading Assessment	Measurement of Kindergarten Reading ability	Currently being developed	NM State Department of Education	Beginning fall 2000
Statewide reading assessment grades 1 and 2	Measurement of early literacy skill	Operational; Revision for uniform K-3 reading assessment	NM State Department of Education and Reading and Literacy Partnership	Beginning fall 2001
CTBS/Terra Nova Plus	Statewide criterion-referenced test of reading	Operational	CTBS McGraw-Hill	Yearly
Informal classroom early reading assessments	Measure of essential skills and to inform instruction	To be developed	LEAs with guidance from REA guidance	Throughout the school year
Educational Plan for Student Success	Assess school programs	Operational	NM State Department of Education	Yearly
New Mexico Quality of Education Parent Survey	Assessment of parent satisfaction with schools	Operational	NM State Department of Education	Yearly
Staff training feedback Survey	Measure SBRR program knowledge and ELL instructional strategies	To be developed	NM State Department of Education, Reading and Literacy Partnership	Beginning spring 2001
Classroom and school observation surveys	Measure implementation of SBRR programs and practices and ELL instructional strategies	To be developed	NM State Department of Education, Reading and Literacy Partnership	Beginning fall 2001
REA technology Feedback survey	Measure effectiveness of REA web-site, e-mail listserve, and other technology uses	To be developed	NM State Department of Education, Reading and Literacy Partnership	Beginning fall 2000
Teacher certification records	Measurement of teacher preparation in reading and bilingual/ESL	Operational	LEAs	Accessed as needed
Teacher, school and district records	Measurement of student status	Operational		Accessed as needed





Tables 13-17. Data Collection Strategies

**Goal 1. To build a knowledge base about scientifically-based reading research (SBRR) among all K-3 teachers and develop skills for teaching reading to English Language Learners (ELL).**

Table 13

Outcomes	Data Collection Strategies
<ul style="list-style-type: none"> <li>• Use of SBRR instructional practices in all K-3 classrooms at REA sites</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation forms</li> <li>• Staff surveys and interviews</li> <li>• Student achievement records</li> <li>• Educational Plans for Student Success</li> <li>• Training schedules and records</li> <li>• On-site school visits</li> </ul>

**Goal 2 - To improve student readiness skills to learn reading once they enter school through parent education, community involvement, marketing, and activities that encourage and enhance literacy experiences in young children.**

Table 14

Outcomes	Data Collection Strategies
<ul style="list-style-type: none"> <li>• Increased percentage of K-1 students achieving proficient or higher on early reading assessments</li> <li>• Decreased number of students retained or referred for Special Education testing or services</li> <li>• Increased participation by parents and family members in family literacy, early childhood or parent training programs</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement records</li> <li>• New Mexico Early Reading Assessment Data</li> <li>• Parent surveys</li> </ul>



**Goal 3 - To increase student achievement by developing a comprehensive reading program and using instructional practices grounded in SBRR so that every child is a proficient reader by the end of third grade.**

Table 15

Outcomes	Data Collection Strategies
<ul style="list-style-type: none"> <li>• Increase number of students reading at each grade level through grade three</li> <li>• Implementation of REA program intervention</li> <li>• On-going assessment and program evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• New Mexico SDE state reading assessment records</li> <li>• CTBS/Terra Nova results – 3<sup>rd</sup> grade</li> <li>• Classroom and school observation</li> <li>• REA site bi-annual report</li> <li>• Annual <i>New Mexico Reads Conference</i> presentations to the Reading and Literacy Partnership</li> <li>• On-site school visits</li> </ul>

**Goal 4 - To provide systematic early intervention programs for children experiencing reading difficulties, thus preventing inappropriate referral to special education.**

Table 16

Outcomes	Data Collection Strategies
<ul style="list-style-type: none"> <li>• Decrease in number of grade retention on special education students</li> <li>• Decrease in number of student referrals to Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• New Mexico SDE state reading assessment records</li> <li>• CTBS/TerraNova results – 3<sup>rd</sup> grade</li> <li>• Classroom and school observation</li> <li>• REA site bi-annual reports</li> <li>• School retention and Special Education referral records</li> </ul>

**Goal 5 - To increase the quality and number of family literacy programs with strong parental and community involvement.**

Table 17

Outcomes	Data Collection Strategies
<ul style="list-style-type: none"> <li>• Increase the overall literacy level of the community</li> <li>• Increase collaboration and coordination between various literacy and parental involvement initiatives and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Staff Surveys</li> <li>• REA site bi-annual report</li> <li>• Records of collaboration with family literacy providers</li> </ul>



## **6.B. TIMELINE FOR DATA COLLECTION**

The evaluation of the REA will include formative and summative reporting. A yearly summative report will be produced. Broad data collection strategies will involve all stakeholders in the project.

## **6.C. CRITERIA FOR SELECTION OF THE EVALUATOR**

A complete listing of criteria for selection of the evaluator is included in Section 3.C.

## **6.D. ROLE OF READING AND LITERACY PARTNERSHIP**

The Partnership will oversee the evaluation of the REA program. The Partnership will have final approval regarding the selection of an external evaluator. The Partnership will guide the REA program based on the review of bi-annual reports required of the LEAs and the formal summative evaluation report. Through their participation in the *New Mexico Reads Conferences*, members will also be able to informally review various elements of the REA program.

The Partnership will be kept informed of the progress of the REA program and individual REA sites by the REA Director. This information will be presented at regular Partnership meetings, a monthly e-mail update, and other informal communications to Partnership members.

The Partnership may make any changes necessary for the REA program to accomplish its mission. The Partnership will also provide recommendations to the State Legislature and other parties regarding the importance and need to support early reading programs across the state.

# **SECTION 7. RELATIONSHIP OF REA ACTIVITIES TO OTHER STATE EFFORTS**

## **7.A. NEW MEXICO REA PROGRAM IN RELATION TO OTHER STATE EFFORTS TO IMPROVE READING**

REA will become part of comprehensive state and local efforts to strengthen the development and implementation of early literacy reforms reflecting SBRR. Following the model of the U.S. Department of Education, the New Mexico State Department of Education is setting an example for LEAs by committing resources from many federal and state programs to make reading a priority to having all students be proficient readers by grade 3.

A key source for innovative reform is the Improving America's Schools Act (IASA) that includes Titles I, II, IV, VI and IX. The largest of the IASA projects is Title I, which includes Part A – Basic, Part B – Even Start, and Part C – Migrant Education. In New Mexico, these projects focus on improving reading especially as it relates to language minority students. As



part of its support efforts, the state has formed a School Support Team (SST) that provides technical assistance to Title I School Improvement sites as well as Title I Schoolwide sites. The REA Director position will be located within the School Improvement and Professional Services Division to better coordinate school reform efforts around reading. This division houses most of these federal programs.

The proposed REA program is closely linked to other state efforts to improve reading. In order to coordinate these efforts, the New Mexico State Board of Education adopted in August, 1996, SBE Regulation 6 NMAC 3.2, New Mexico Standards for Excellence, Parts 1, 2, and 3. The second part of this regulation identified expectations for the Educational Plan for Student Success (EPSS). The EPSS is a comprehensive, long-range planning, implementation and evaluation tool designed to lead to improved student achievement and school improvement. The EPSS provides a means for the State Department of Education, districts and schools to coordinate their efforts in addressing student needs by identification of student needs, development of a long range plan, implementation of the plan, assessment and evaluation. The New Mexico EPSS includes local, state and federally funded efforts to assist students in reaching state standards. Currently the NM SDE has a variety of efforts underway that address student achievement and school improvement, with a special focus on reading. The REA funds will assist districts and schools to improve the reading performance of students.

New Mexico also has strong support for reading through its Bilingual Education programs. These programs focus on reading both in English and the child's native language through one, two and three hour transitional and maintenance bilingual programs, as well as Dual Language programs.

## **7.B. VALUE ADDED BY REA**

The REA framework has helped shape New Mexico's Reading Initiative. In the event that New Mexico is funded, the REA funding will significantly increase our \$1.2 million budget for REA programs. It will also allow us to coordinate resources through our Kindergarten Literacy Readiness program that has started this year implementing of the \$8.5M to be phased in over five years. The REA will be able to provide a significant amount of support to implementing SBRR programs in our schools that need it the most.

## **SECTION 8. BUDGET**

New Mexico is requesting \$5,000,000 from the U.S. Department of Education to implement the REA program. The amount requested is justified by the number of school eligible to participate, the number of school intended to be funded, the need to address English language learners comprised of a diverse student population, and the rural isolation of some schools. The budget and details are discussed in this section.



## 8.A. BUDGET AND DETAILS

The following table demonstrates that the state's funding request complies fully with REA requirements and enables New Mexico to make a significant impact on student reading performance in New Mexico. The detailed budget, federal and non-federal portions, is outlined in ED form 524 following the narrative section.

Budget Breakdown	YEAR 1	YEAR 2	YEAR 3	TOTAL	Total Percentage Breakdown
LRI State administration	50,000	50,000	50,000	150,000	3%
Evaluation of REA program	33,333	33,333	33,333	100,000	2%
LRI Subgrants to LEAs	4,000,000	NA	NA	4,000,000	80%
LRI Subtotal	4,083,333	83,333	83,333	4,250,000	85%
TAS State administration	12,500	12,500	12,500	37,500	0.7%
TAS Subgrants to LEAs	712,500	NA	NA	712,500	14.3%
TAS Subtotal	725,000	12,500	12,500	750,000	15%
Total REA Request	\$4,808,333	\$95,833	\$95,833	\$5,000,000	100%

### Salary and Benefits

Of the LRI and TAS state administration portion, this combined with Title I Administrative funds, will provide for the salary, benefits and support of full-time REA Director position at a \$43,000 annual salary plus benefits. The REA will provide \$33,000 plus benefits at a 25% rate and the Title I funds will provide the remainder for this position. Should the entire TAS program funding not be utilized and it can be reverted to the LRI program, the state administration funding amounts may change. This may only occur if it meets the REA requirements. This may impact the amount available for the REA Director position.

### Travel

Through the REA state administration funds, \$18,358 will be used over the three years. In the first year it is estimated that \$5,000 will be used while in years two and three, it is estimated that \$6,679 will be used each year. The travel is for the implementation, monitoring and evaluation of the REA program.



## **Equipment**

There will be approximately \$6,000 used for equipment purposes. This amount will be spread out over the three years at \$4,000, \$1,000, and \$1,000, respectively. Computer, printer and other technology assets will support the REA Director. The equipment purchased will be used for the implementation, monitoring and evaluation of the REA program.

## **Supplies**

Through the REA state administration funds, \$2,000 will be used annually over three years to purchase supplies to support the implementation, monitoring and evaluation of the REA program.

## **Contractual Services**

Through the REA state administration funds, approximately \$33,333 annually for three years will be used to contract an external evaluator for the REA program. For the necessary technical assistance services to be provided to the school districts and schools, the funding source will be a combined effort from sources listed below.

The SDE is in the process of calculating the total cost for providing the technical services described in this proposal. Funding from the Public School Proficiency fund, Title I, Title II, CSRD, Goals 2000, and other funding as appropriate will support these services. At this point, \$100,000 for the first two years has been set aside to support the REA program.

A SBRR contractor, through support of the above funding sources, will provide the majority of direct services. The REA Director will also be responsible for oversight of the SBRR contractor.

## **Other**

This budget category includes the \$4,000,000 that will directly flow to the schools implementing the LRI subgrant of the REA program. It is estimated that 20 schools will be funded at an average of \$200,000 over two years. For the TAS subgrant portion, this budget category includes the \$712,500 that will directly support the schools implementing the TAS subgrant of the REA program. It is estimated that 6 schools will be funded at an average of \$118,750 over two years. The total amount in this budget category is \$4,712,500. No indirect charges are applied to this amount.

## **Indirect Costs**

The New Mexico State Department of Education will apply its approved indirect cost rate towards the budget categories of personnel, fringe benefits, travel, equipment, supplies, and a portion of the contractual category. Over the three years, approximately \$33,392 will be used for indirect costs.



## **8.B. RESOURCES PER SCHOOL**

### **Number of Schools, Teachers, and Children Expected to be funded**

Under the LRI program, New Mexico intends to fund approximately 20 schools at an average of \$200,000 over a two-year period. Based on estimates of average number of K-3 students in our elementary schools, this results in providing services to a total of 4,400 K-3 students annually. This amount will also fund an estimated 400 teachers annually to participate in professional development activities around SBRR, family literacy and tutoring.

Under the TAS program, New Mexico intends to fund approximately 6 schools at an average of \$118,750 over a two-year period. Again, based on estimates, the total number of K-3 students to be served is 1,320. This funding will also support any external tutorial assistance providers and professional development for teachers and others to provide tutoring based on SBRR.

The LRI and TAS funds are intended to be awarded during the first year of the REA program. This is to ensure the following:

- Maximizes the time for schools to enter into high quality professional development and to implement comprehensive reading programs;
- Provides time for evaluation of the REA program inclusive of teacher professional development and student achievement; and
- Strengthens current state reading initiatives.

### **Estimated Average Cost and Range for Schools**

Under the LRI program, the average cost is expected to be \$200,000 for each school with a range of \$150,000 to \$250,000 for a two-year period. Under the TAS program, the average cost is \$118,750 with a range of \$100,000 to \$140,000 for a two-year period.

The State Department of Education would like to fund school districts and schools in an equitable manner geographically spread out over the entire state. The SDE will also make every effort to fund those schools most in need but who are prepared to participate in the REA program. As we enter into the program, these estimates may change.





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